English for Iraq

Republic of Iraq, Ministry of Education

4th Preparatory Student's Book

by **Caroline de Messieres**

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Garnet EDUCATION

Book Map

UNIT 1 Language learning — Page 5

Listening and speaking	Reading and writing	Grammatical areas	Lexical areas
• listening for gist and specific information • listening for main stress and number of syllables • making and responding to requests for information • exchanging personal information • agreeing and disagreeing • greeting people and taking leave	• interpreting graphs and tables • skimming and scanning • identifying topic sentences and using them to find information • making a poster • brainstorming ideas before writing • filling in an application form • practising proofreading	• present simple to talk about habits and facts • present continuous to describe changes • indirect questions • imperatives	• language-learning methods, equipment and activities • words to describe languages • words to describe trends • adjectives ending in *ed* and *ing* • synonyms

Language learning

- phonemic alphabet: /iː/ and /e/

UNIT 2 Education — Page 15

Listening and speaking	Reading and writing	Grammatical areas	Lexical areas
• listening for and saying plural words • listening to identify the attitudes and feelings of speakers • listening to identify linking words • listening for the gist of a discussion • comparing and contrasting • asking and talking about past events • carrying out an interview	• skimming and scanning • recognizing the purpose of a text • using grammar and syntax to follow a sequence of events • proofreading and editing • planning and organizing an essay (paragraphing) • writing interview questions	• making comparisons (*both … and; neither … nor; as … as; like/unlike; too*) • expressing obligation and lack of obligation: *have to/don't have to* • talking about ability: *can/can't; could/couldn't* • adjective + infinitive (*fun to ride; easy to do*) • past simple and past continuous • past perfect simple and continuous	• education, schools and academic subjects • collocations (*take an exam, watch a film*, etc.) • *lend* vs *borrow* • words for making comparisons • sequencing words and phrases (*just before, then, a little later*, etc.)

Language learning

- phonemic alphabet: /z/ and /ɪz/
- guessing the meaning of new words from context

UNIT 3 Travel — Page 27

Listening and speaking	Reading and writing	Grammatical areas	Lexical areas
• listening to identify topic and context • listening to telephone conversations • checking and confirming information • talking about timetables and itineraries • making/responding to polite requests • listening to directions and explaining where things are	• reading to identify features and purpose • using a contents page • scanning a range of texts and transferring information • identifying the main idea of a paragraph • describing a place • writing a postcard or e-mail to a friend	• present perfect with *ever, never, yet* and *already* • articles with names of places (*the Alps*, but *Saudi Arabia*) • present simple for timetables • making requests (*Could I have …?; Would you send …?*) • present perfect continuous	• place names and landmarks • noun phrases (*two-bag limit, five-hour journey*, etc.) • words for things to see and do on holiday • travel and hotels • adjectives to describe places • words to express proximity (*nearby, around the corner*, etc.)

Language learning

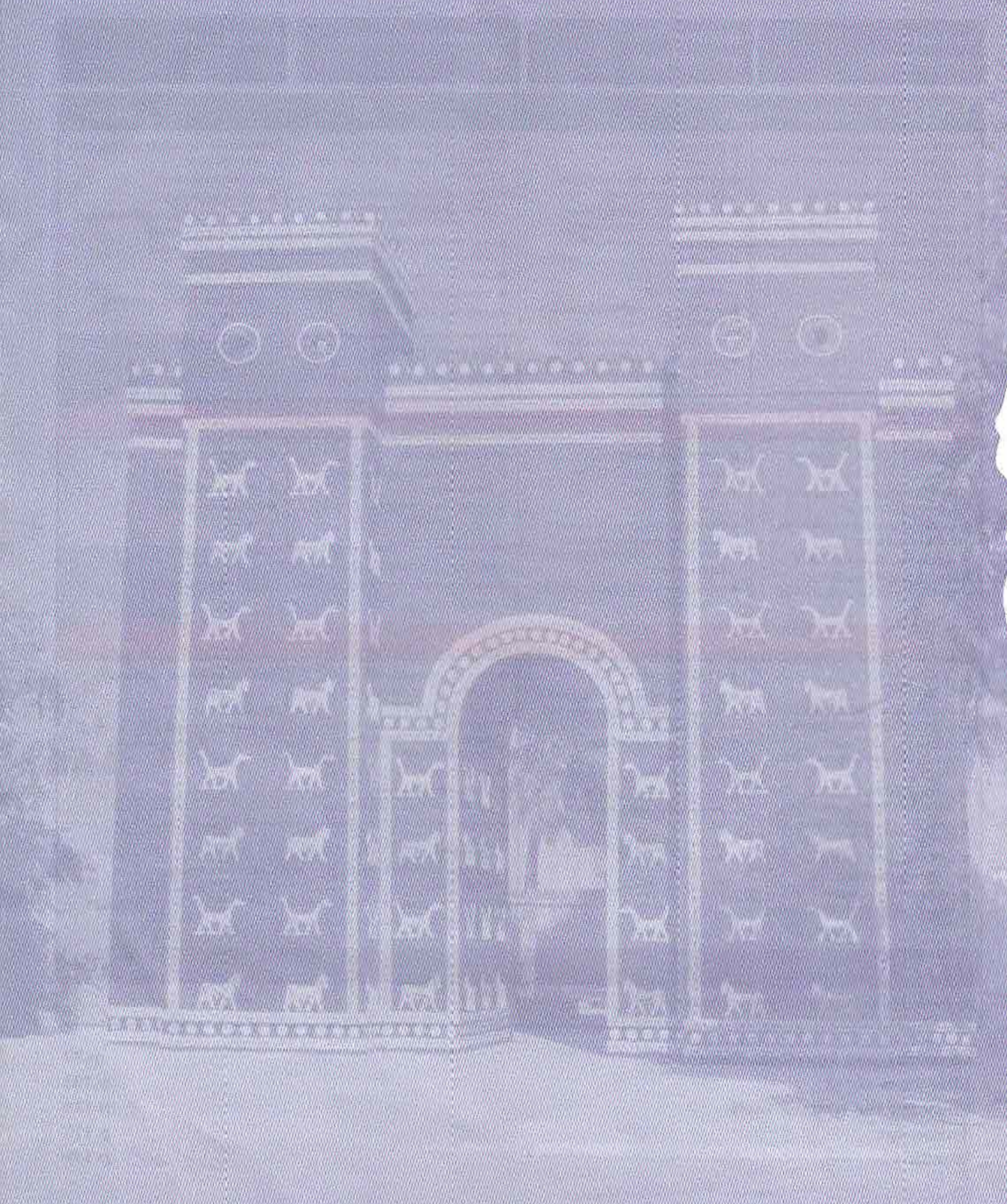
- phonemic alphabet: /eɪ/, /æ/ and /ə/

UNIT 4 Review — Page 39

- Revision and practice of skills, grammar and lexis from Units 1 to 3

Listening and speaking	Reading and writing	Grammatical areas	Lexical areas
UNIT 5 Family and friends			**Page 47**
• listening for pronunciation, gist and specific information and taking notes • listening to and practising contracted forms in speech • giving invitations, making offers and promises • describing people's appearance and character	• dealing with unfamiliar vocabulary • reading short film reviews and expressing an opinion • extracting information from factual articles about wedding customs and glass-blowing • identifying language in different types of invitation and announcement • identifying words and phrases for linking ideas in text • describing a person in writing • writing about wedding customs in Iraq	• future simple to express firm decisions, make predictions and promises • future continuous to talk about events that will be happening at a specified time in the future • present perfect simple and continuous • causative *have, get* • verbs followed by *to* + infinitive • modals *will, shall, would* **Language learning** • working out meanings from context; using dictionaries to check	• adjectives to describe appearance and character • extreme adjectives • intensifying adverbs • words connected with celebrations and family occasions • family-related words • determiners • conjunctions: *while, as a result, a little later, when, after that, because, once*
UNIT 6 Health and fitness			**Page 61**
• listening to check predictions • listening and taking notes • discussing healthy eating and the importance of sleep • explaining problems, asking for and giving advice • speculating about the future • role-playing conversations between a doctor and a patient	• skimming and scanning • predicting content of a text • identifying topics and main points in a text • writing paragraphs about eating habits and preferences, about own lifestyle and about possib e future events • writing an article about a future school event	• reported speech • modals *could, should, ought to* for advising • modals *may, might* to talk about possible events **Language learning** • working out the meaning of new words from context and clues in pictures	• vocabulary related to health and fitness • prefixes and affixes • compound words
UNIT 7 Science and technology			**Page 75**
• listening for details in a weather forecast • listening to and practising when to pause in extended speech • listening to and practising conventional phrases used in a talk • listening for and practising contrastive stress in sentences • using pictures to describe a process • exchanging information • giving a presentation • discussing the advantages and disadvantages of online shopping	• skimming and scanning • reading a variety of texts, mainly factual, for detail, language and organization • reading and sequencing paragraphs • reading for pleasure • writing an e-mail with definite and possible plans for the next day • writing a report on a marine animal	• zero conditional to talk about events that are always true when a condition is met • first conditional to talk about possible future events if a condition is met • passive voice • conjunctions *however, although, but* to introduce contrast **Language learning** • working out meanings of unfamiliar words from context and clues in pictures • highlighting important information in texts • studying and discussing ways of revising	• words related to science and technology • collocations • adverbs of certainty/uncertainty: *perhaps, probably, definitely*
UNIT 8 Review			**Page 85**
• Revision of skills, grammar and lexis from Units 5 to 7			

Grammar and Functions Reference p.92
Literature Focus p.103
Checklist for written work p.114
Transcript p.115
Wordlist p.148



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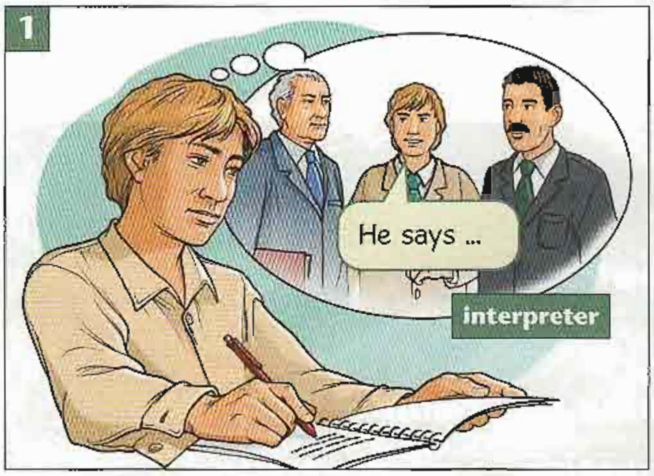
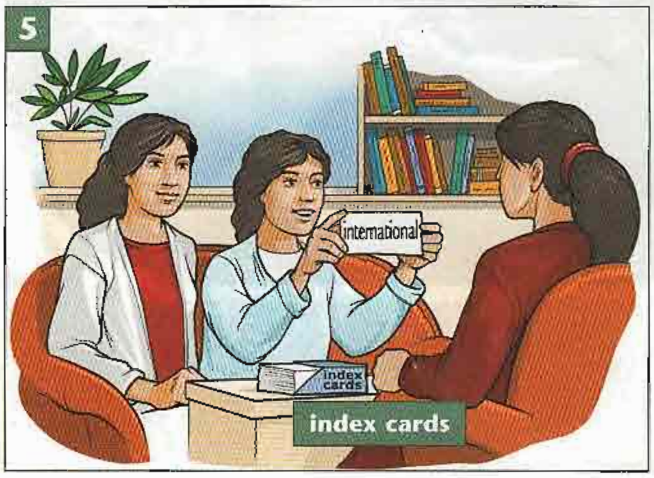
UNIT 1

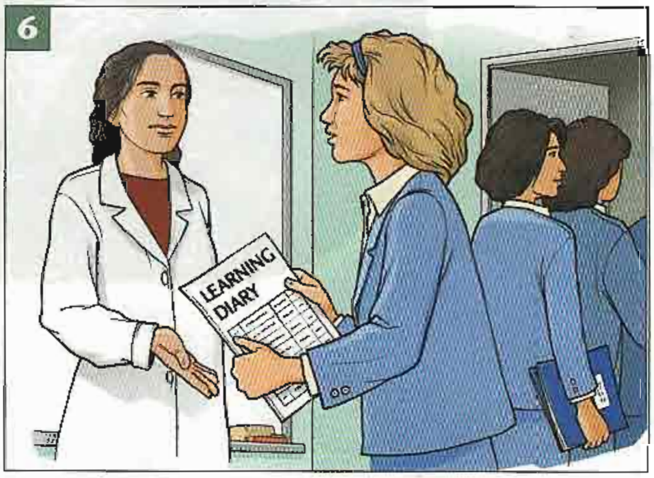
Lesson 1
AB 2/3

How do you learn?

- Look at the pictures and describe what the people are doing.







- ① Listen and check your ideas. Then do Exercise A in the Activity Book.

- Look at some things the people said. Match them to the pictures on page 6.

A Sometimes I write new words on cards and test my friends, and my friends test me.

B I practise writing every day.

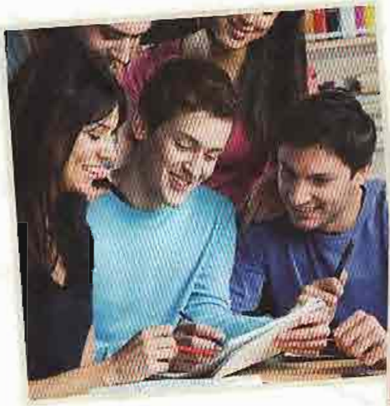
C I usually look up new words in a dictionary and write them in a notebook.

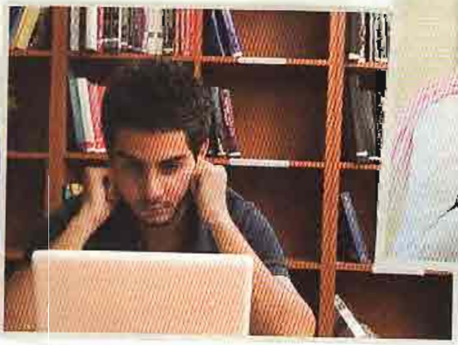
D I write what I have learned in my learning diary after every class.

E I go to the self-access centre and practise saying the words with a CD.

F I go to the café with my friends and we speak only English for two hours.

- Are they good ideas? What else can you do to learn English?





- Look at the examples. Then do Exercise B in the Activity Book.

Present simple Grammar and Functions Reference p.92

- I walk to school every day.
- My sister uses a computer to do her homework.
- The capital of Iraq is Baghdad.
- Bilingual dictionaries are very useful for learning languages.
- I don't speak Japanese.
- The self-access centre isn't open on Sundays.

UNIT 1

Lesson 2
AB 3–5

Changes

- **Read and match the topic sentences to the paragraphs below.**

1 The number of American university students learning French **is falling**. ☐

2 Many students travel abroad to get a degree, learn a language or learn about a new country. ☐

3 It is difficult to say exactly how many languages are spoken in the world today. ☐

4 The number of people learning Arabic at university is **going up**. ☐

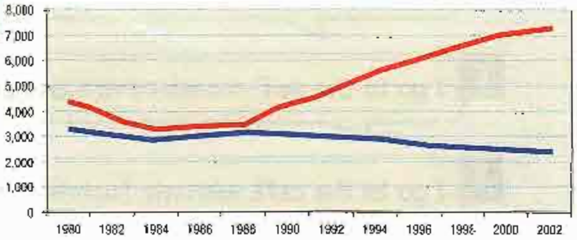
- **Read and match each paragraph with a graph.**

A Most experts think that there are around 6,800. But the number of languages in the world **is going down**. Linguists say there will only be 3,000 by 2100. This is because people prefer to learn the most common languages so they can communicate with others, read newspapers from other countries and use the Internet.

B The UK is one of the most popular destinations. For example, the number of Indian students studying in the UK **is rising**. In 1999 it was 3,000, but in 2004 it was 15,000.

C In 1980 3,285 students received a university degree in French and 4,331 received a degree in Spanish. In 2002 only 2,396 students received a degree in French, but 7,243 completed a degree in Spanish. Many people in the United States prefer to study Spanish because they think it is more useful.

D It went up from 5,000 students to 12,000 students between 2009 and 2013. Most people who study Arabic learn it at university, then go to an Arabic-speaking country to practise speaking and listening.

1


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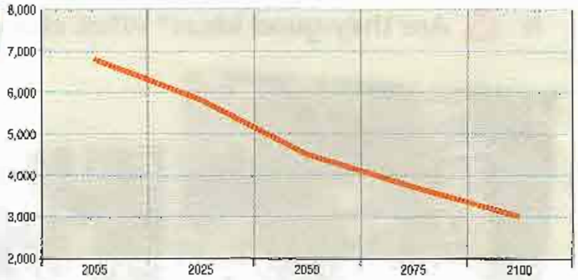

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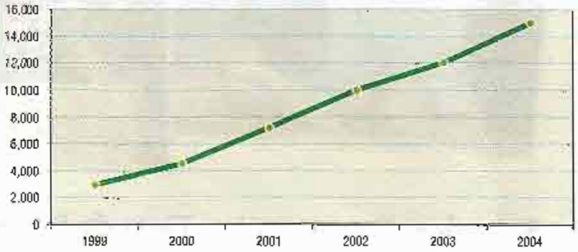

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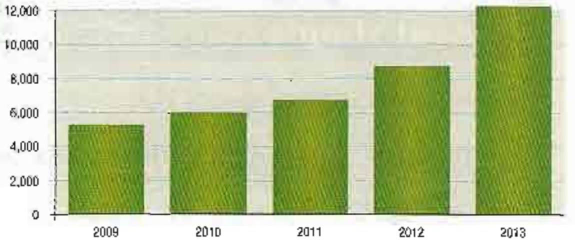


- **Read the examples. Then do Exercises A to D in the Activity Book.**

Grammar and Functions Reference p.92

Choosing a summer programme

- What do you need to think about when you choose a summer programme? Skim the leaflet. Does it mention your ideas?

HOW TO CHOOSE A SUMMER PROGRAMME

The number of people taking part in summer study programmes is going up all the time. Choosing a programme can be confusing for both parents and children. That's why you need to think carefully before you make your choice. Here are some questions you should ask yourself.

What are your learning goals? Some summer programmes have classes in all subjects to help you prepare for school in the autumn. They can help you improve in all subjects. Others are especially for students who want to learn or practise a language. There are programmes that have classes all day, for people who need to make a lot of progress quickly. Other programmes offer classes only in the morning, so you can visit interesting places as well as studying.

What do you like doing in your free time? You can do different activities in a city than in the country. If you like doing sport, or enjoy being in a quiet place, you should choose a programme in the countryside. But if you like going to museums or the cinema, choose a programme in the city, or you might get bored.

How do you learn best? Some people like to be in small classes where they can get plenty of attention and help from their teachers. Others work better in larger groups where they can share their ideas with a lot of other people. Think about what type of class you like best, and find out about class size in the programmes you're interested in.

Study programmes are an exciting way to meet new people, learn new things and have fun. If you choose the right programme, you will have a fantastic time.

For more information, email us at summerprogramme@summer.edu or visit our website.

- Read the leaflet again. Then do Exercises A and B in the Activity Book.

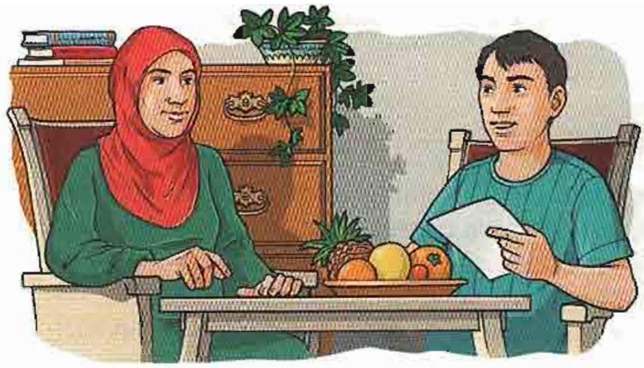
- Study the Language box. Then do Exercise C in the Activity Book.

Adjectives ending in *ed* and *ing*

- Use adjectives with *ed* to talk about how a person feels. Use adjectives with *ing* to talk about the person, place or thing that makes them feel that way.
- Sami is very interested in history.
- He thinks the British Museum is very interesting.

Lessons 4 and 5 ✎ AB 7–9

Asking for information



- Look at the direct questions (left) and the questions Rashid asks the secretary (right). What's the difference?

Indirect questions Grammar and Functions Reference p.93

Direct	Indirect	Reply
What sports do you offer?	*Could you tell me what sports you offer?*	*Certainly …*
Do you have drawing classes?	*Can you tell me if you have drawing classes?*	*Yes, we do.*
Do you have a pool?	*Could you tell me if you have a pool?*	*I'm afraid we don't.*
Where is the school?	*Can you tell me where the school is?*	*Of course.*
How much does it cost?	*Could you tell me how much it costs?*	*It depends …*

- Now do Exercise C in the Activity Book.

- Look at Rashid's application form. Do Exercises D and E in the Activity Book.

SURNAME: Al Sudani FORENAMES: Rashid

DOB: (DD/MM/YY)

ADDRESS: P.o. Box 3674, 100 Maghreb Street (STREET)
Baghdad (CITY)
--- (POST CODE) Iraq (COUNTRY)

PHONE NUMBER: 964 4XXXXXX (COUNTRY CODE) (NUMBER)

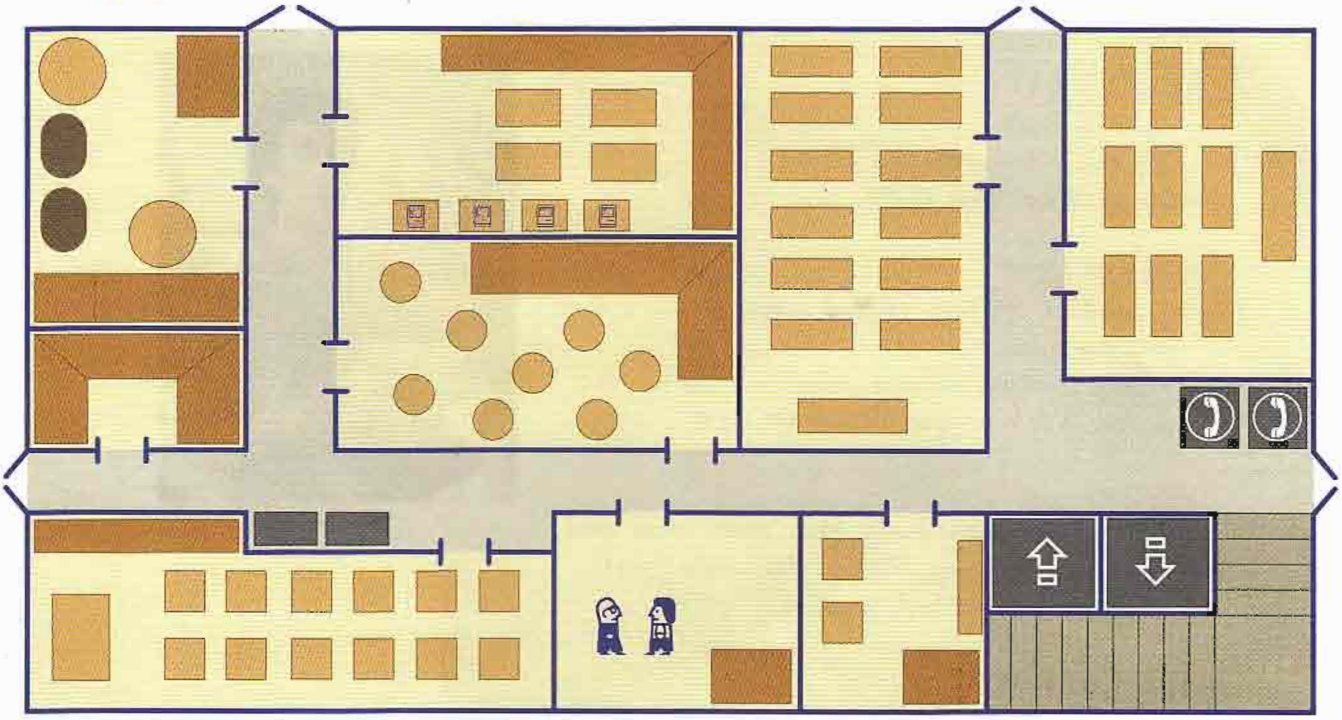
EMAIL ADDRESS: rashid@qnet.qa

WHY ARE YOU INTERESTED IN OUR SCHOOL?

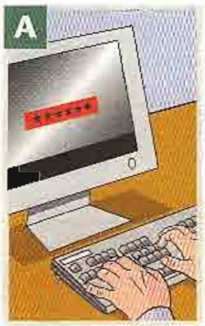
I would like to go on a summer programme to improve my English. I am interested in your school because you offer English classes at many levels. I also think I would like to be in the country, and to have an opportunity to do sport.

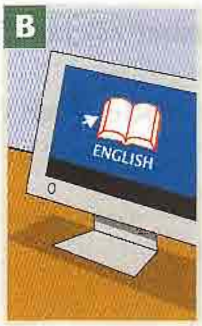
A tour of the self-access centre

- Listen and find the self-access centre.



- What can you do in a self-access centre? Listen and follow the tour with the pictures. Are any of your ideas mentioned?





- Match these sentences to the pictures.
  1 Don't try to change channels.
  2 Don't take the magazines out of the self-access centre.
  3 Put on the headphones so you don't disturb other people.
  4 Fill out a card and bring it to the desk.
  5 Just sit down and type your password.
  6 Click on the icon for the program you want to use.

- Now do Exercises A and B in the Activity Book.

Lesson 8 ✎ AB 14–16

UNIT 1
Lesson 9
AB 16/17

Arabic and English

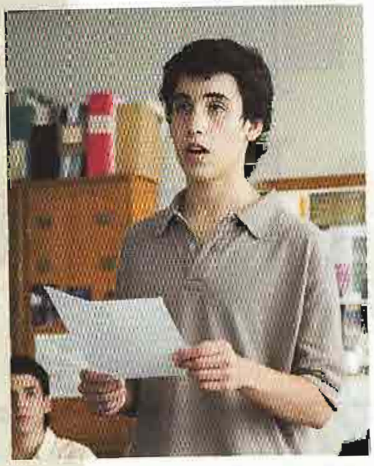
- Jamil is going to give a talk on Arabic in his English class. Read his notes and decide what they mean.

ARABIC TODAY
- ~230 m. people
- 5th lang. in the world
- One of official langs. of UN

TYPES OF ARABIC
- People from different countries maybe don't understand each other – dialects (e.g., Egypt)
- Modern Standard Arabic in books/newspapers, on radio/TV, in mosques all over the world

HISTORY
- Arabic from Semitic family. Most Semitic langs. dead.
- Spread across Europe (Science, Maths, etc.) – into French, Spanish and English, esp. 800 yrs ago

THE HOLY QUR'AN
- Pure lang. of Holy Qur'an v. similar to Modern Arabic. Helped Arabic survive for 1,000 yrs.



- 16 Listen and check your ideas. What does the teacher ask Jamil?

- Jamil is doing some research about English. Read the article. Then do Exercises A to C in the Activity Book.

Why are there so many words with similar meanings in English? Why do we have two words – *sick* and *ill* – that look very different but both mean *not very well*? Why is a *reply* also an *answer*? And why are there *weddings* and *marriages* in English? The answer lies in the history of Britain.

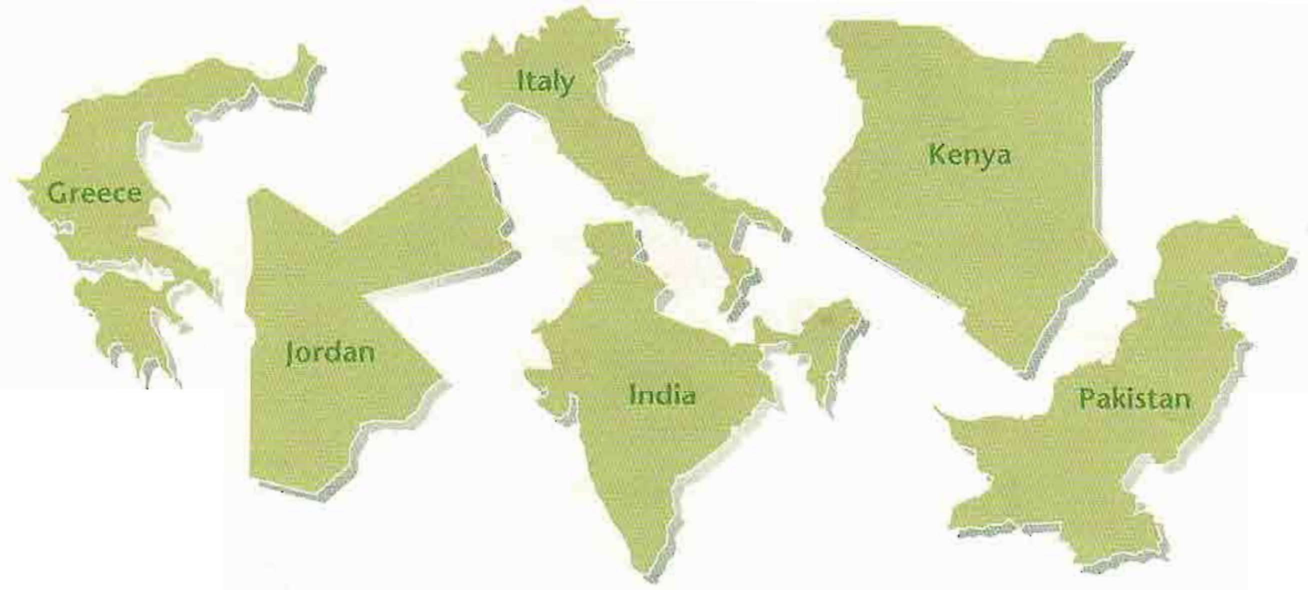
Old English was a very different language from the English we know today. It included words brought to England by Anglo-Saxons and Vikings. The Anglo-Saxons brought their language with them in the 5th century. The Vikings invaded in the 9th century and brought more words. This mixture of languages was first written down in the 10th century.

The same thing happened after 1066, when the Normans invaded Britain. They brought the French language and this added more words to the mixture (*close* for *shut*, *desire* for *wish* and *liberty* for *freedom*).

Over time, the pairs of words – or *synonyms* – started to have very small differences in meaning. In fact, it is almost impossible to find two words that mean exactly the same thing. One word in a pair of synonyms is usually more formal or more specific than the other. The example sentences in dictionaries will help you decide if you can use either word, or if you must choose one.

Official languages

- **Match the countries with their official languages from the box.**



Greek Hindi Arabic Italian Urdu English

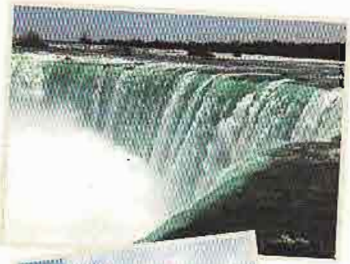
- **Read the assignment. Then do Exercises A to C in the Activity Book.**

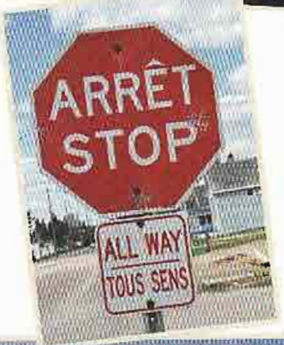
Canada is the second largest country in the world, after Russia. It is 9,979,619 km². It has a population of 31,946,300, and that number is growing. But Canada's population is not large for its size. Most people live near the border with the USA.

Canada is a beautiful country. Because it is so big, there are many parks and wilderness areas. If you travel to Canada, you can see rivers, lakes, forests, and even glaciers. One of Canada's most famous natural features is Niagara Falls.

How do people live in a country with two official languages? The two official languages of Canada are English and French, because some Canadians are of British origin and some are of French origin. Most people don't speak both languages. About 31% of the population speak French, and about 84% speak English. You will hear more French or English depending on where you are.

Canada has several large cities. The biggest of these is Toronto. The capital, Ottawa, is only the fourth largest city. In Ottawa, about half the people speak both French and English. Communication is easier there!





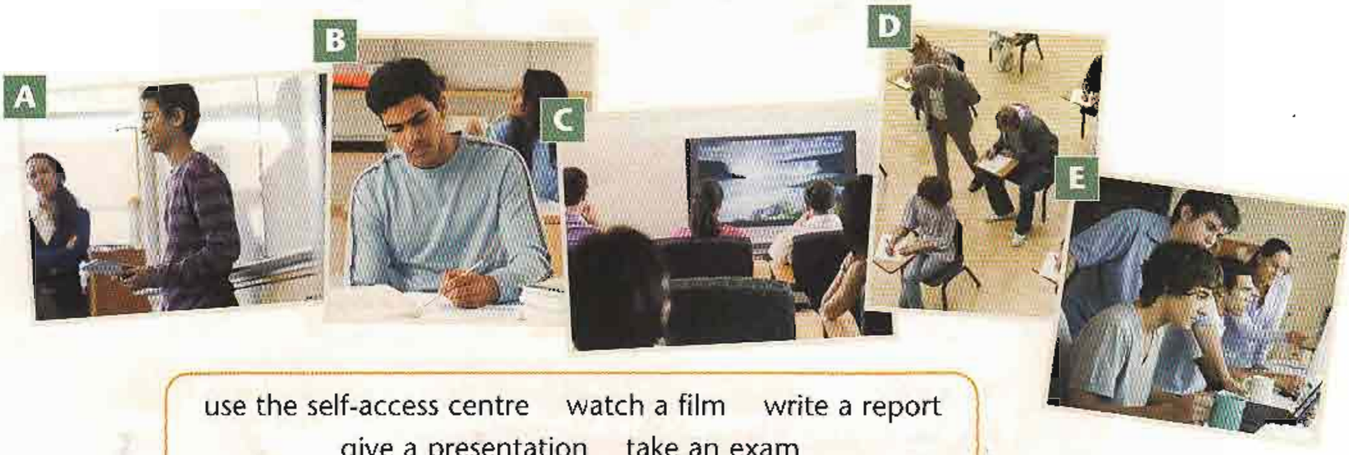
Revision and Test ☞ AB 18–21

UNIT 2

- What do you do at school?
- Two students
- Helping people learn
- Denise's story
- School memories
- A special school
- An interesting job
- Sami writes an essay
- An interview

What do you do at school?

- Match the pictures and the words. Say what the students are doing.



use the self-access centre | watch a film | write a report | give a presentation | take an exam

- Look at Mahmoud's timetable. Ask and answer questions.

	8.00	9.00	10.00	11.00	11.30	12.30
Sunday	Biology		English	B	Arabic	
Monday	Geography	English	Maths	R	Physics	
Tuesday	Arabic	English		E	Geography	Maths
Wednesday	History	Chemistry		A	Maths	
Thursday	Arabic		Maths	K	History	English

(Timetable ends at 1.30.)

History
Geography
Physics
Chemistry
Biology

> How often does Mahmoud have History?

> He has History twice a week.

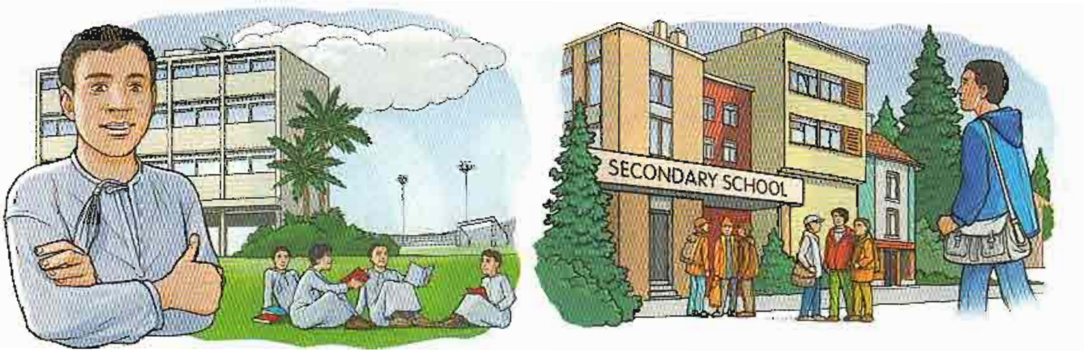
- 🎧 ⑰ Listen to Mahmoud and do Exercises A and B in the Activity Book.
- Look at two things Mahmoud said.

> I'm going to the self-access centre to **borrow** **some books** for my report.

> My cousin is going to **lend** **me** some maps.

- Now do Exercise C in the Activity Book.

Two students



- How are the boys the same? How are they different? Read and tell your partner.

English homework October 12th - My school

My name is Abbas. I'm from Oman. I'm 15 years old and I have a cousin called Kamal who's 15 years old too. He's my best friend, but I can't see him very often because he's spending a year studying in Canada. He sends me letters telling me about his new school.

Both Kamal and I are in Year 10, but our schools are very different. I go to a private school for children from Year 1 to Year 12. There are about 800 students in the school and only about 25 students in each class. The school is big and beautiful. It has a lot of modern facilities, like a self-access centre, a swimming pool and a football field. It has a mosque too.

There are only 500 pupils in Kamal's school, but his classes are as large as mine. That's because, unlike my school, Kamal's school is only for students in Years 10 to 12. Kamal says he likes going to a school where everyone is his age. I like going to a school with children of all ages. It's more fun. Kamal's school has pupils from many countries and they speak a lot of different languages. I think that sounds interesting. And Kamal is happy because he is not the only student trying to improve his English.

Kamal's school is in the city and it is not as big as mine, so it doesn't have many facilities. Like my school, it has a self-access centre. But it doesn't have a mosque, a swimming pool or even a football field. It just has a gymnasium where the students play basketball and volleyball. But Kamal says there are good things about living in the city. He lives close to the cinema and the sports centre. He lives close to his school too. I live in a dormitory at my school. Neither Kamal nor I have to take the bus to school. We can just walk. [2]

- Now do Exercises A to C in the Activity Book.

- Look at the examples.

To say things are the same.

- Both Kamal and Abbas are in Year 10.
- Like my school, Kamal's school has a self-access centre.
- His classes are as large as mine.
- He lives close to his school too.
- Neither Kamal nor Abbas has to take the bus to school.

To say things are different.

- Unlike my school, Kamal's school is only for students in Years 10 to 12.
- Kamal's school is in the city and it is not as big as mine.

- Now do Exercises D and E in the Activity Book.

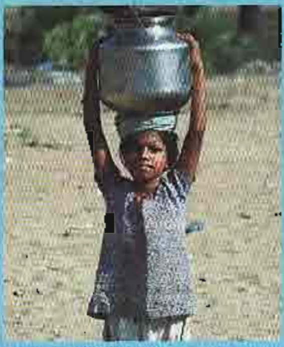
Grammar and Functions Reference p.94

Helping people learn

UNICEF

What is UNICEF?

UNICEF was created in 1946, when many children were sick and hungry in Europe after World War II. UNICEF stands for United Nations International Children's Emergency Fund because it was created when there was an emergency. In 1953, UNICEF saw the emergency in Europe was over, but that children in many countries still needed help. It decided to work with children and families all over the world. It changed its name to United Nations Children's Fund, but people still call it UNICEF. UNICEF believes that all children should have a good education, health care (doctors and medicines) and good nutrition (healthy food).



Why do some children not go to school?

Today, about 121 million children around the world don't go to school. In countries such as Thailand, natural disasters like floods can destroy schools. Children in these countries can't go to school because they don't have a school building to go to. In other countries, parents don't want to send their children to school because the schools aren't clean or safe. In many parts of Asia, Africa and South America, children start working when they are less than 12 years old, and so they can't go to school. This is called child labour. About 246 million children do child labour. In some places, like the Ivory Coast, children work in the fields. In the Philippines and other countries, children work in factories, where they make toys, clothes or sports equipment.

How does UNICEF help?

UNICEF does different things to help. When schools have been destroyed by natural disasters, UNICEF organizes emergency classes in tents, so children don't miss school. It also helps build new schools for these children. It tries to help schools get clean water and good food so that parents are not afraid to send their children there. UNICEF also works with governments to make sure that children go to school instead of going to work when they are very young.

- **Look at the pictures and the text. Do you think it was written to inform or entertain? What do you know about the work of UNICEF?**

- **Skim the article and match the numbers and facts.**

1946	the number of children who don't go to school in the world
1953	the year UNICEF was founded
121 million	the number of children who work
246 million	the year the emergency in Europe was over

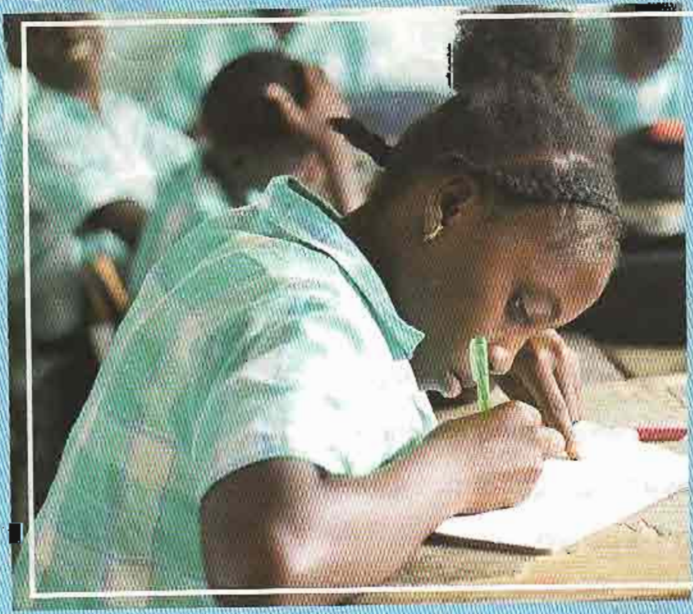
- **Some words in a text can help you understand other words. Read the examples and do Exercise B in the Activity Book.**

A All children should have a good education, health care (*doctors and medicines*) and good nutrition (*healthy food*).

B Children have to start working when they are less than 12 years old. *This is called* child labour.

C Natural disasters *like* floods can destroy schools.

- **Look at the text below. What is it for? Read and answer the questions in your Activity Book.**



Nothing is *more* important than education.

Unfortunately not all children can go to school.

Schools for All is an organization that helps the poorest children go to school. We give them money to pay for books. We make sure their schools are safe. Last year we built two schools in Kenya, and gave books to 500 children.

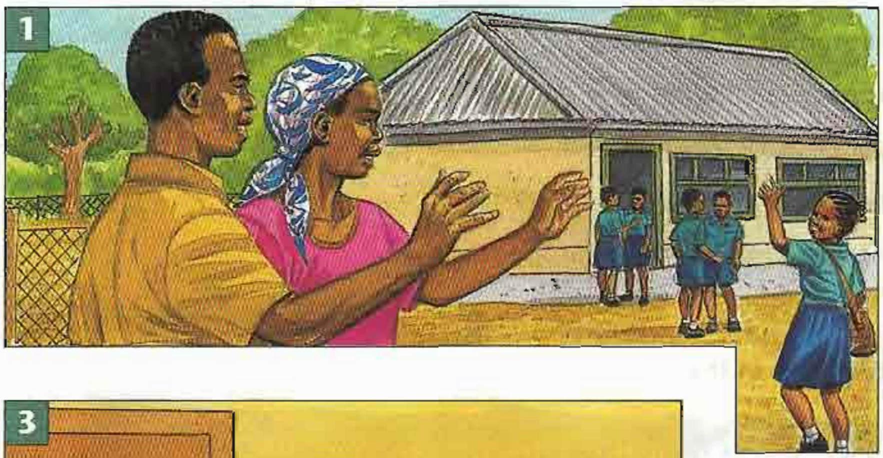
But Schools for All needs your help. Please donate to help us send more children to school this year.

UNIT 2
Lesson 5
AB 28–30

Denise's story

- **Look at the pictures. What do you think is happening?**
  23 Listen and check your ideas.

1



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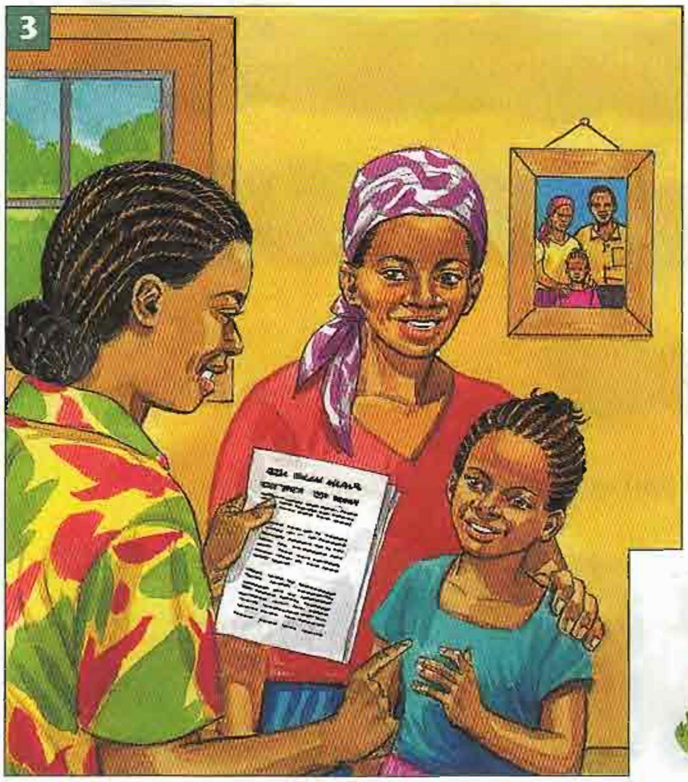
3



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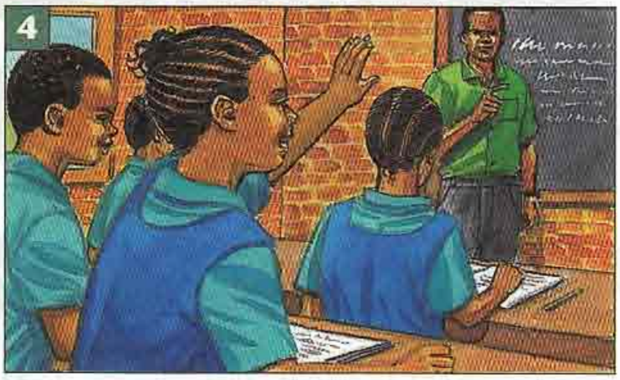


5

- **25 Read and listen to the sentences. Answer your teacher's questions.**

  We didn't have much money any more, so I had to leave school.

  I was unhappy because many of my friends were going to school.

  The organization pays for my school fees and my uniform.

  I want to be a teacher or a doctor when I grow up.

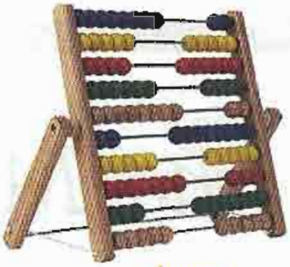
- **Now do Exercises B to D in the Activity Book.**

School memories

- Look at the pictures. Which of these things do you use? Which do you think people used 60 years ago?

rickshaw

calculator


abacus

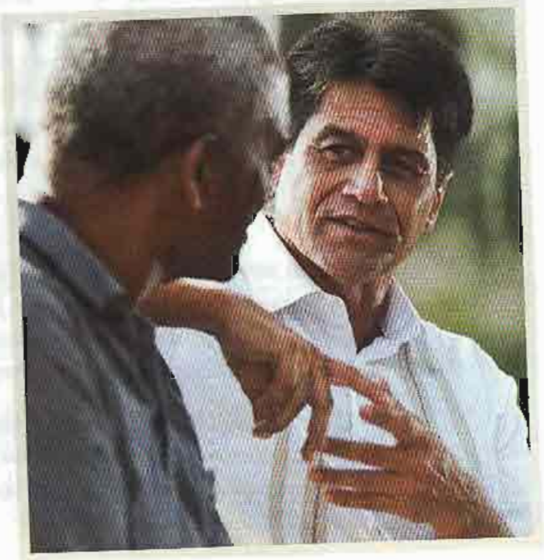
slate and chalk

- **26 Listen to the men talk about what school was like for them. Answer the questions for each man.**

  How did he travel to school?

  Did he like school?

  Which things did he use at school?



- **How is school different for you?**

- **Read the examples. Do Exercises B and C in the Activity Book.**

Adjective + infinitive

- It was fun to ride in the rickshaw.
- It was difficult to get paper and pencils.
- It is easy to do Maths with a calculator.

UNIT 2
Lesson 7
AB 31/32

A special school

- Read the website. Who goes to this school? Is your school like this one? Write sentences.

The Meade School
for Children in the Arts (MSCA)

About Us
School Calendar
Class Timetables
Famous Pupils

Our Mission
Child actors, musicians and athletes have different needs from other students. They need to have time to rehearse and train, but they need a good education too. Our mission is to give students both these things. At MSCA, students can take classes in the morning or at night. They study Art, Music and Sports, but they also study Biology, Physics and Chemistry so they can go to university when they leave school.

Our History
In 1910, John Meade was walking in the street when a boy stopped him. The boy wanted John to help him read a street sign. John was surprised that the boy couldn't read. He asked the boy about his school, and the boy told him he was an actor. Child actors spent a lot of time rehearsing and didn't have time to go to school. John decided to start a special school for these children. He decided classes should start later than in other schools, so children would have time to rehearse. When they were working in another city, they could post their lessons to their teachers.

Changes
Our school has changed with the times. In the beginning, it was only for actors and musicians. Then one day, while John Meade was reading the newspaper, he saw an article about young athletes. He realized that children who did sports needed a special school too. He brought more sports teachers to the school and he built a swimming pool.

Other things have changed at the school too. We now have a modern self-access centre and a computer room. Students who are working in other cities don't have to send their lessons by post because they can send them by email.

Past simple and past continuous Grammar and Functions Reference p.94

- John Meade was walking in the street when a boy stopped him.

- Read Grammar and Functions Reference page 94 and do Exercises B and C in the Activity Book.

An interesting job

- 🎧 ㉘ Listen to Sally and Maria. Where are they? What are their jobs? What was Sally's job before? What did she like about it?

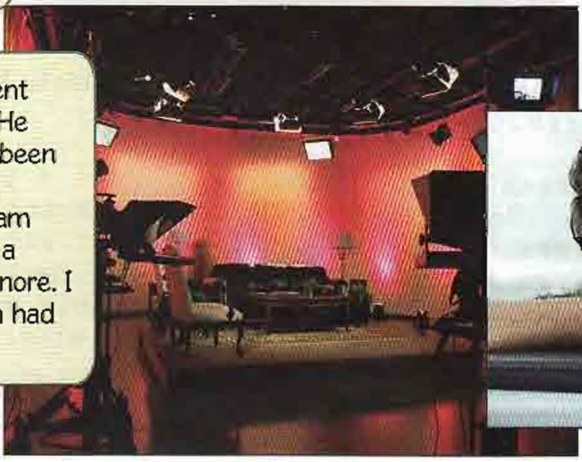
- 🎧 ㉙ Read and listen to Sally talking about two things that happened at her old job. Answer the questions in your Activity Book (Exercise B).

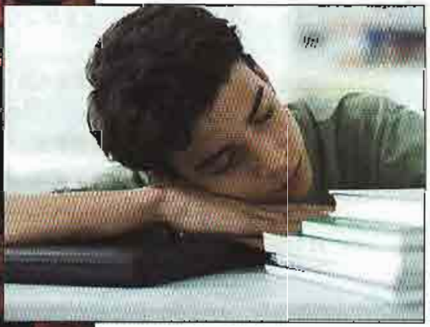
I travelled a lot with my students because films are often made in other countries. I liked travelling and seeing new places, but I didn't like being away from my family. And the job was tiring too. I had to pack all the children's school-books and take them to the airport.

Once, I went to Italy with two actors. I had a lot of books to pack and it took a long time. I didn't want to be late, so I left the house as fast as possible. When I got to the airport, I couldn't get on the plane because I had forgotten my passport. I had to catch a flight the next day.

It was tiring for the children too. They had to act and study too, so they worked a lot.

Once, I had to give a student called Ben a Maths exam. He was tired because he had been working on the film set all morning. I gave him his exam paper and started reading a book. Suddenly I heard a snore. I looked up and realized Ben had fallen asleep.





- Read the sentences and answer your teacher's questions.

Past perfect (simple and continuous) Grammar and Functions Reference p.95

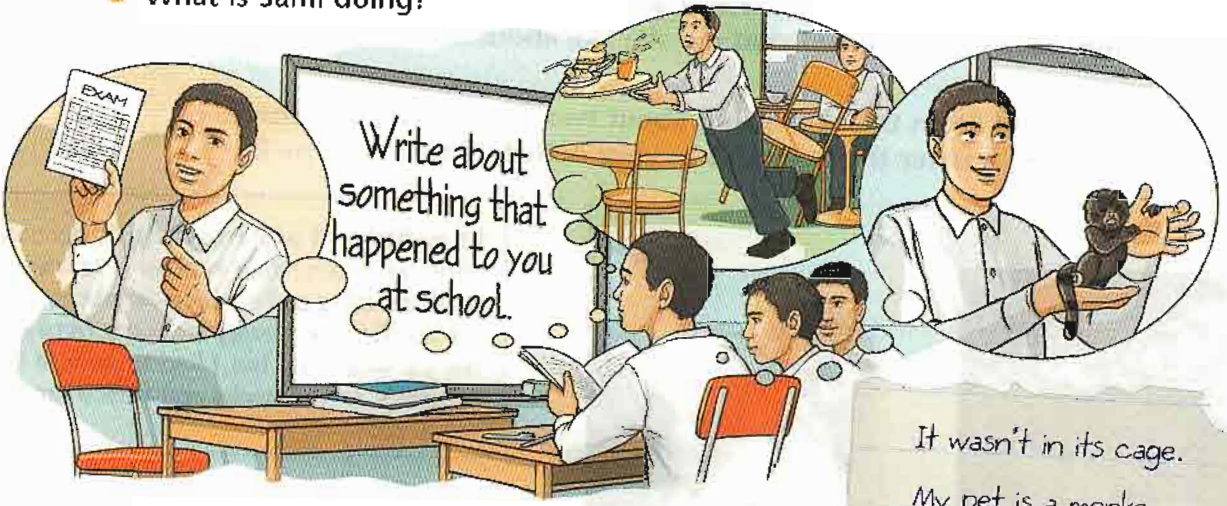
- I couldn't get on the plane because I had forgotten my passport.
- He was tired because he had been working on the film set.

- Now read Grammar and Functions Reference page 95 and do Exercise C in the Activity Book.

UNIT 2
Lesson 9
AB 36

Sami writes an essay

- What is Sami doing?



- Skim Sami's notes and say what he decided to write about. What do you think happened?

- Read Sami's essay. Then do Exercise B in the Activity Book.

It wasn't in its cage.
My pet is a monkey.
It eats fruit.
I got it for my 15th birthday.
I brought it to school.
I didn't feed it.
My uncle gave it to me.

My uncle gave me a monkey. He bought it in a special pet shop. My uncle knows I love monkeys, so he bought it for my fifteenth birthday. My monkey is small, with brown and black fur. It eats fruit and loves to play.

One day my science teacher asked us to give a presentation about an interesting animal. I decided to bring my monkey to school. The class thought he was great. Earlier, I had decided not to feed him. When I brought him to school, he was very excited and wanted to play with everyone. My teacher told me I should leave him in the cage in the science room until after lunch.

Just before lunch, I went to see how my monkey was. He looked lonely. I opened the cage and patted his head. Then I hurried to the cafeteria because I was hungry. After lunch, I went to the playground with my friends and, a little later, I went to my Science class. That's when I saw the monkey was gone.

Everybody helped me look for him. First, we looked for him in the classroom. Then I said he was hungry, so we looked in the cafeteria. Finally, we heard a yell from the principal's office. We ran to see what it was, and saw my monkey hiding under the desk.

- Look at the red words. Answer your teacher's questions.

Lessons 10 AB 37

An interview

Noor interviewed a teacher at her school. Read the teacher's answers and write Noor's questions.

Noor: ______________________________

Mrs Hassan: I teach Maths.

Noor: ______________________________

Mrs Hassan: I started four years ago.

Noor: ______________________________

Mrs Hassan: I worked in a bank.

Noor: ______________________________

Mrs Hassan: I changed jobs because I wanted to help people. I think being a teacher is a way of helping people, because they need an education so they can do what they want to do in their lives.

Noor: ______________________________

Mrs Hassan: I had to go back to school to get a different diploma called a Master's degree. I went to university and studied Maths and teaching for two years.

Noor: ______________________________

Mrs Hassan: What I like most is my students. They are all different, and they teach me things too. Teaching them is not always easy, but it's a lot of fun.

Noor: ______________________________

Mrs Hassan: Writing reports. I think it's boring. But it's also important because it's one of the ways parents can see how their children are doing at school.

(30) Listen and check.

Test ➡ AB 38–40

UNIT 3

- Places to go
- Choosing a holiday
- Holiday fun
- Getting information
- What do you need?
- At the hotel
- Where is it?
- A guidebook
- Writing home
- Round up

UNIT 3
Lesson 1
AB 41

Places to go

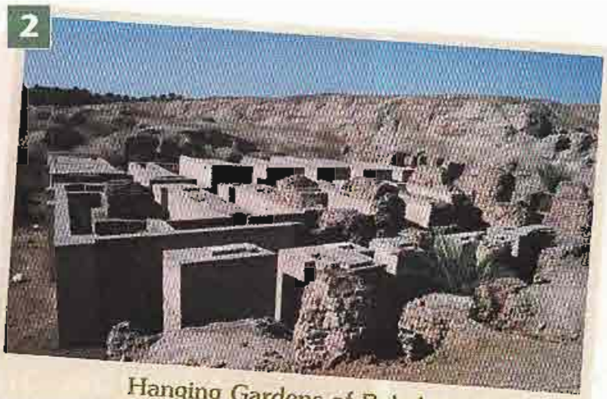
- **Match each picture to a country. Say what you know about each place.**

Iraq Egypt England Greece

1

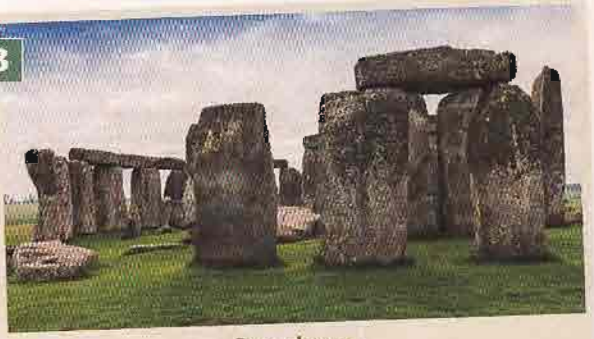
The Great Pyramids of Giza

2



Hanging Gardens of Babylon

3



Stonehenge

4

The Parthenon

- **Read and match. Where did Sandra go? Which place would you like to visit most?**

A This is the most famous and the largest one in Egypt. Archaeologists think it was built for a pharaoh named Khufu. It is made of thousands of stones. The stones look like steps but we weren't allowed to climb it because it's too dangerous. By the time we got there, we had been walking all day and we were very hot. We were very happy when we went inside, where it was cool and dark.

B Nobody is sure what the stones were for, but we know that they are very old. The first ones were put there about 5,000 years ago. There used to be more of them, but some were taken for building houses. I wasn't allowed to get very close to the stones because tourists had damaged them by writing on them, but I took a lot of pictures.

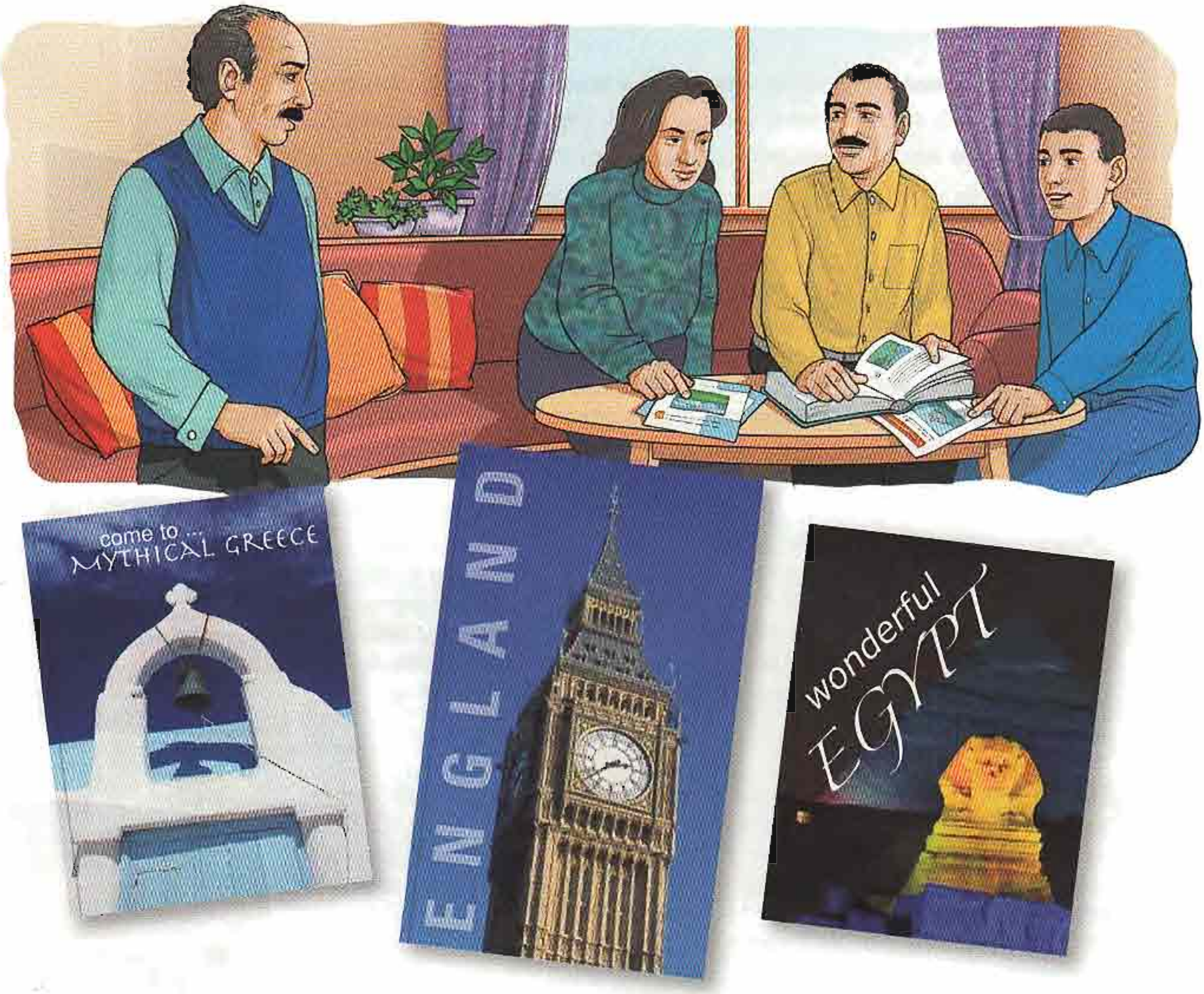
C I went there with my family. It was really beautiful. We walked along the banks of the river Tigris. We camped there for one night. It was magical at night. But I hadn't brought a warm jacket, so I was cold.

D I love to visit old buildings when I travel. This one was built over 2,000 years ago. It was damaged in 1687, because people had been using it to keep gunpowder and the gunpowder exploded. After that, some people took parts of it and put them in museums. But a lot of the columns are still there.

- **Now do Exercises A and B in the Activity Book.**

Choosing a holiday

- What are Tariq and his family talking about? 🎧 31 Listen and tell your partner.



- 🎧 32 Listen again. Then do Exercise A in the Activity Book.
- Read the examples. Then do Exercises B to E in the Activity Book.

Present perfect with *ever, never, yet* and *already* Grammar and Functions Reference pp.95–96

- Have you ever been to Greece? Yes, I have. / No, I haven't.
- I've never visited England.
- I haven't picked up the brochures yet.
- Tariq's father has already seen the Pyramids.

Lesson 3 ↳ AB 44–46

UNIT 3
Lesson 4
AB 47

Holiday fun

Do you like to spend your holidays relaxing on a beach or do you prefer a more active break? Read on if you are a fan of unusual sports. I've chosen my favourite places to do the best new sports: snowboarding, whitewater rafting and quad biking.

SNOWBOARDING

Have you ever tried snowboarding? If you enjoy skateboarding and skiing, snowboarding is for you. It is like skiing, but you have one board on your feet instead of two. One of the best places for snowboarding is in **the Alps**, in a town called **Chamonix**. It is great for both beginners and advanced snowboarders because there are steep slopes and gentle hills. Chamonix has a lot of shops and restaurants, and places where you can rent snowboarding equipment.

WHITEWATER RAFTING

Whitewater rafting is a great way to see a country and have fun too. You get in a raft with a group of people, including a trained leader, and go down a river. Sometimes the river is calm, but sometimes it moves fast and the water turns white. My favourite place for whitewater rafting is **the Colorado River** in **the United States**. You can see spectacular scenery and can also stop on the way to go cycling or horse riding.

QUAD BIKING

Saudi Arabia is the place to go for a quad biking holiday with a difference. You can bike through quiet deserts and ride over beautiful dunes. You can go on a quad bike tour even if you have never done it before, but you need to go with a guide. Your guide will show you how to ride the quad bike and help you choose safety gear like a helmet. Most tours are limited to people aged 12 years and over, so check with the tour operator before taking your little brother along!

- Which sport would you like to do? Tell your partner.
- Read and think about why some place names have 'the'.
  - the Alps
  - the United States
  - the Colorado River
  - Chamonix
  - Saudi Arabia

Grammar and Functions Reference pp.96–97

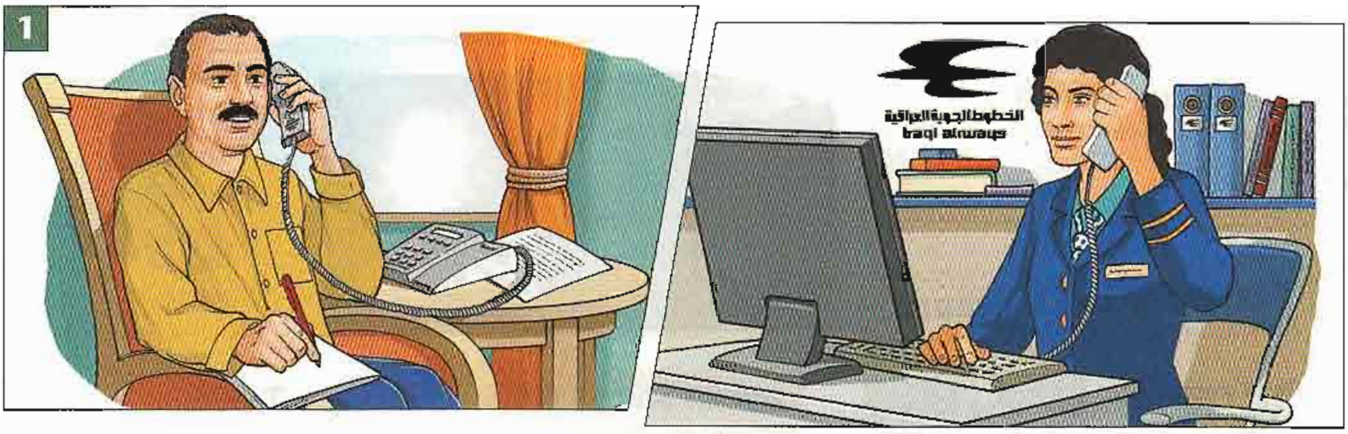
- Now do Exercises B and C in the Activity Book.

Getting information

UNIT 3
Lesson 5
AB 48/49

- 34 Listen to the conversations. Who does Tariq's father phone first? What does he talk about with each person?

1



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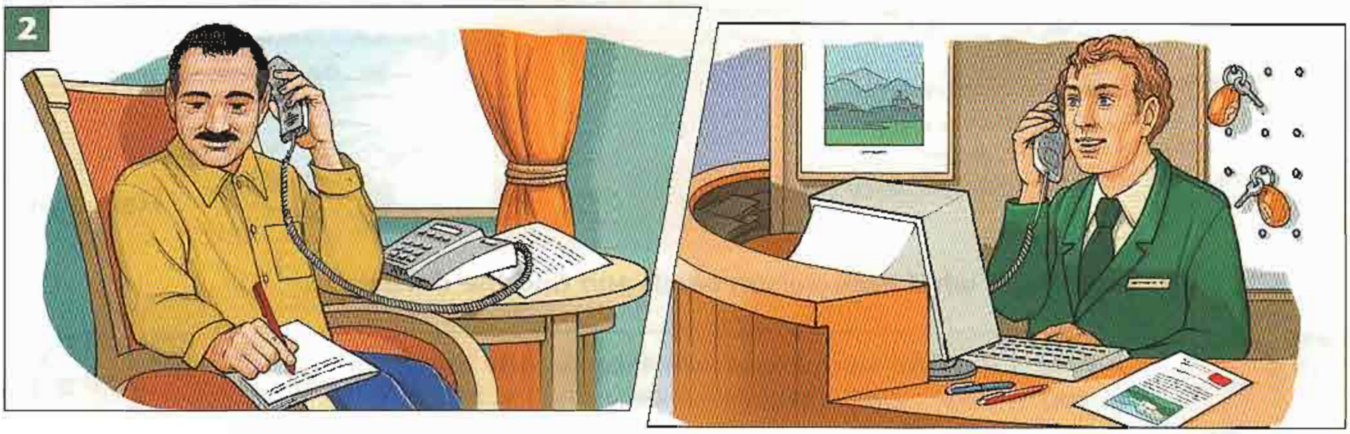


- Now do Exercise A in the Activity Book.

- 36 Listen to Conversation 2 again and answer the questions.

1 What type of room does Tariq's father want?

2 When does he want to stay at the hotel?

3 When is high season?

- Read the conversation in the Activity Book and check your answers.

37 Checking information

• It's cheaper to fly on Friday, right? Do you mean a single room without a shower costs £63?	Yes, that's right.
• I'm sorry, did you say the flights leave at 6.20, 9.35 and 11.30? I'm sorry, could you say that again?	No, 9.45. Of course.

- Now do Exercises B and C in the Activity Book.

What do you need?

- Match the documents with the words in the box. What is each one for?

guidebook   receipt   timetable   plane ticket   leaflet

departure LONDON HEATHROW
date 03/05 time 10.15
arrival CAIRO
date 03/05 time 19.10

Spectacular tour
ending in sound and light show!

Today Thursday May 5th
1st show 8.30 p.m. in Japanese
2nd show 9.30 p.m. in English
3rd show 10.30 p.m. in Arabic

Fabulous Nile
dinner cruise
Leaves 8.00 p.m.

Special menu £15

The Egyptian Museum
Tahrir Square, Cairo • Tel: 5796974

Open every day,
9 a.m.–6 p.m.
Entrance charge

The museum has the largest collection in the world of art and monuments from Ancient Egyptian culture. Your stay in Cairo would not be complete without a visit to this spectacular

AIRPORT SHUTTLE BUS

Departs Cairo Airport (Arrivals)	Arrives Hotel (Car Park)
12.00	12.35
14.00	14.35
16.00	16.35
18.00	18.35
20.00	20.35
22.00	22.35
00.00	00.35

Super Taxis
£20 fare
to Heathrow Airport
03/05/14

Receipt

- Read about what each person needs and find the document.

A: When I travel for work, I need something to show how much money I spent. Then my company pays me back.

B: I need to know what time the shuttle bus leaves for the airport.

C: I need to know what interesting things there are to see.

D: I don't know what time the museum opens tomorrow.

- Now do Exercise A in the Activity Book.
- Look at the Language box.
- Now do Exercises B and C in the Activity Book.

Present simple for timetables

- Use the present simple to talk about when planes leave, when museums open or other timetabled events.
- My plane **leaves** at 10.00 in the morning.
- I don't know what time the museum **opens** tomorrow.

At the hotel

- Name as many items as you can in the photos of hotels in Baghdad.

- What are the people below doing? Describe the pictures with words from the box.

porter tourist luggage waiter pillow lift receptionist
guest menu check in order give directions ask for

1

2

3

4

- 40 Listen and check your ideas. Then study the phrases below.

Making requests

Making requests	Saying yes	Saying no
Can I have ...?	Of course.	I'm afraid ...
Could I have ...?	Certainly.	I'm sorry, but ...
Can you bring ...?		
Could you tell me ...?		
Would you send ...?		

- Now do Exercises A to C in the Activity Book.

UNIT 3
Lesson 8
AB 53

Where is it?

● 43 A hotel porter is giving people directions. Match the questions and answers, then listen and check.

A

Excuse me, how far is the football pitch from here?

B

Could you tell me where the bus stop is?

C

Excuse me, where's the train station?

D

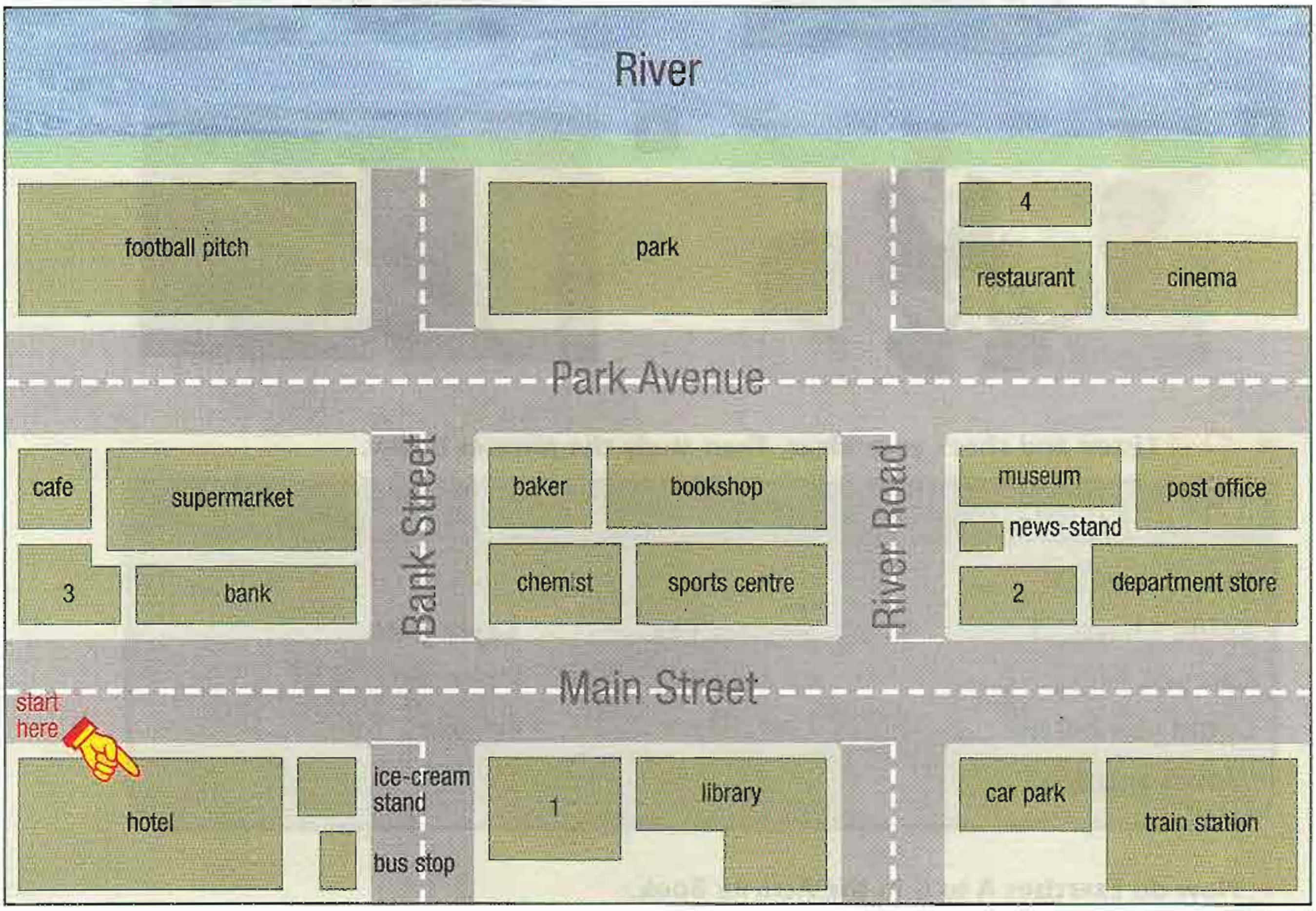
Excuse me, where's the nearest restaurant?

1 Go along Main Street. It's on the right, just past the car park.

2 It's about five minutes away. Turn left on Bank Street and go straight on until you reach the river. It's on the left.

3 Yes. It's around the corner. Just turn right on Bank Street and you'll see it.

4 It's on Park Avenue, near the cinema. Go along this street and turn left on River Road. It's on the right, opposite the museum.



● Now do Exercises A, B, C and D in the Activity Book.

A guidebook

- **Look at the table of contents. What is it for? Where can you read about:**
  - a monument to visit?
  - a place to buy gifts?
  - a restaurant?
  - a hotel?
  - how to travel around?

Contents

Transport	1
Where to stay	8
What to see	15
Food and drink	22
Shops and markets	26
Outside Rome	43

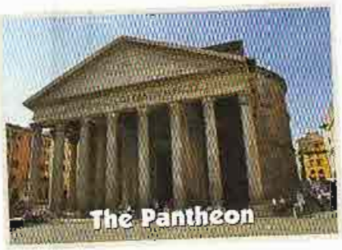
- **Read and decide which place you would visit first. What do you think the blue words mean? Can you find them in the pictures?**

Piazza Navona

It's a huge, busy square, with three magnificent **fountains**. It is usually crowded because it is a nice place to walk or sit outside a café and have a cappuccino. There are often people selling toys and gifts.

The Spanish Steps

They were built in the 18th century. They are very wide and sometimes decorated with colourful flowers. Above the steps are **terraces** where you can stop and look down. It is a pleasant place to sit and rest in the sun, or watch the world go by.



The Pantheon

It was built in 118 AD. There are eight **columns** at the front. From the outside the roof looks triangular, but when you are inside you can see that it is actually a dome. The building has just one hole in the roof to let in light. The floor is made of marble. Many kings of Italy are buried there.

The Roman Forum

This is where you can see the vast **ruins** of the most important buildings of ancient Rome. In Roman times this was a very busy area. Some of the buildings were temples. Others were places where politicians went to vote on laws. There may be only stones left, but you can still imagine what it was like 2,000 years ago.

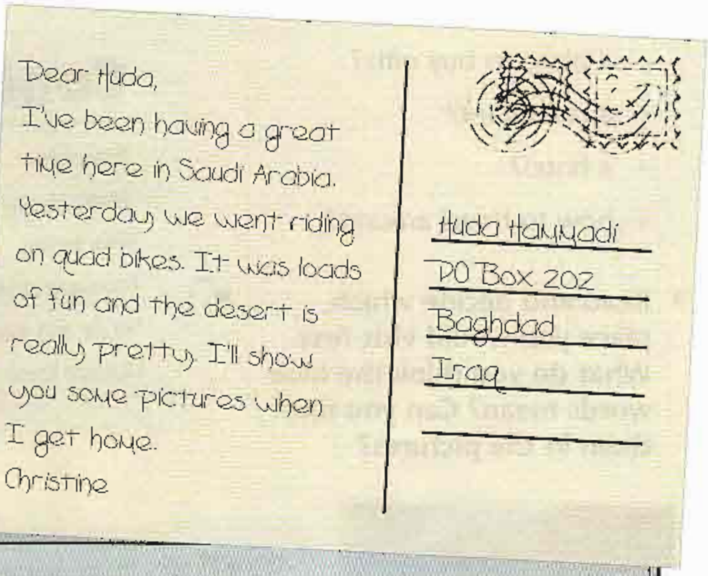
- **Now do Exercises A and B in the Activity Book.**

UNIT 3
Lesson 10
AB 55–57

Writing home

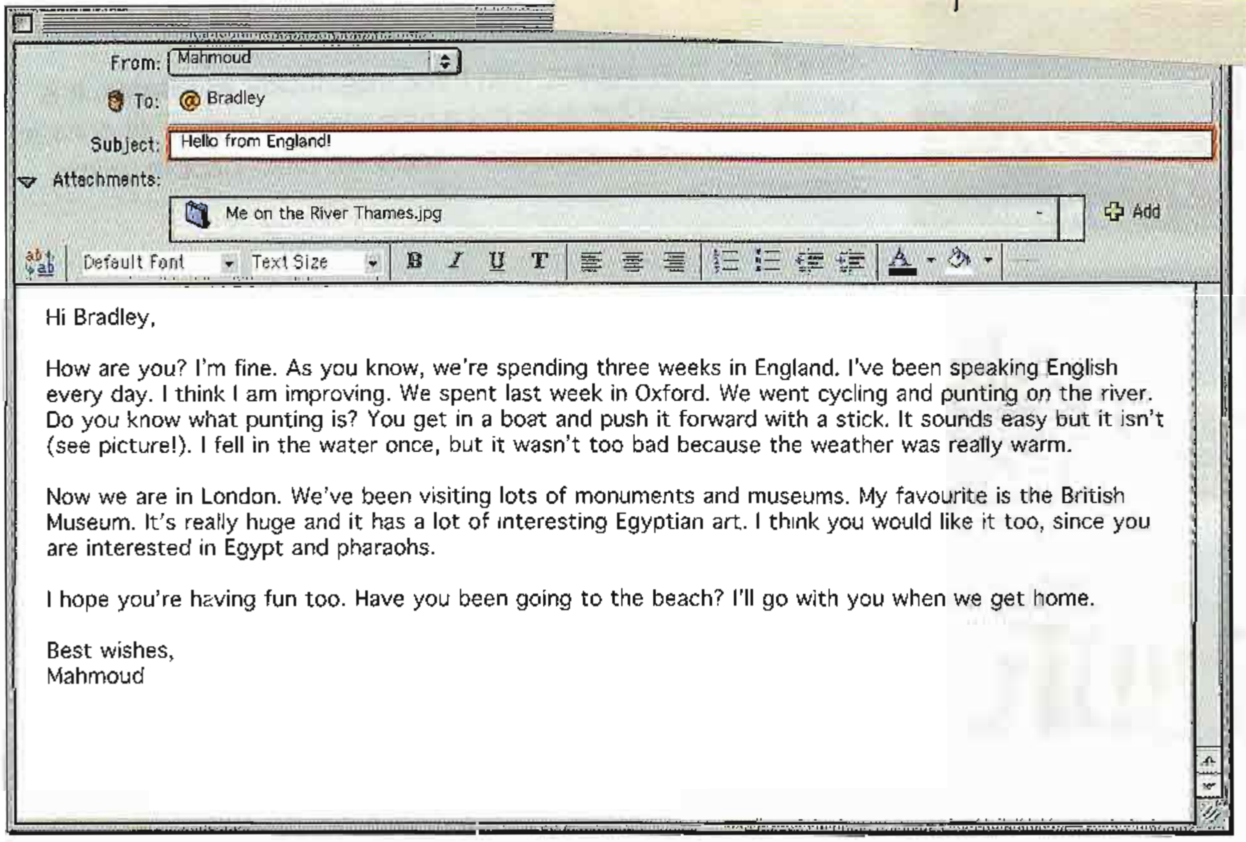
- Read the postcard and the email. Which holiday sounds like the most fun?

1


Dear Huda,
I've been having a great time here in Saudi Arabia. Yesterday we went riding on quad bikes. It was loads of fun and the desert is really pretty. I'll show you some pictures when I get home.
Christine

Huda Hamadi
PO Box 202
Baghdad
Iraq

2


From: Mahmoud
To: Bradley
Subject: Hello from England!
Attachments: Me on the River Thames.jpg
Add
Default Font Text Size

Hi Bradley,

How are you? I'm fine. As you know, we're spending three weeks in England. I've been speaking English every day. I think I am improving. We spent last week in Oxford. We went cycling and punting on the river. Do you know what punting is? You get in a boat and push it forward with a stick. It sounds easy but it isn't (see picture!). I fell in the water once, but it wasn't too bad because the weather was really warm.

Now we are in London. We've been visiting lots of monuments and museums. My favourite is the British Museum. It's really huge and it has a lot of interesting Egyptian art. I think you would like it too, since you are interested in Egypt and pharaohs.

I hope you're having fun too. Have you been going to the beach? I'll go with you when we get home.

Best wishes,
Mahmoud

- Look at the examples in the Language box. Can you find more examples of the present perfect continuous?

- Now do Exercises A to D in the Activity Book.

Present perfect continuous

Grammar and Functions Reference p.97

- I've been speaking English every day.
- Have you been going to the beach?

Revision 1 AB 58/59

Round up

Here are some of the things you practised in Unit 3. Discuss each item with a partner. Take it in turns to give another example.

- **Names of places**
  - the Great Pyramids
  - Italy
  - the Colorado River

- **Using the present perfect with *ever, never, yet* and *already***
  - Have you ever been to Australia?
  - I have never seen a buffalo.
  - I have already bought some postcards.
  - He hasn't written to his friends yet.

- **Using the present simple to talk about timetables**
  - The plane from Baghdad arrives at 2.00.
  - When does the film start?

- **Checking and confirming information**

The restaurant opens at 9.00, right? — Yes, that's right.

Do you mean all rooms are the same price? — No, double rooms are more expensive.

Did you say the light show starts at 10.00? — No, 10.30.

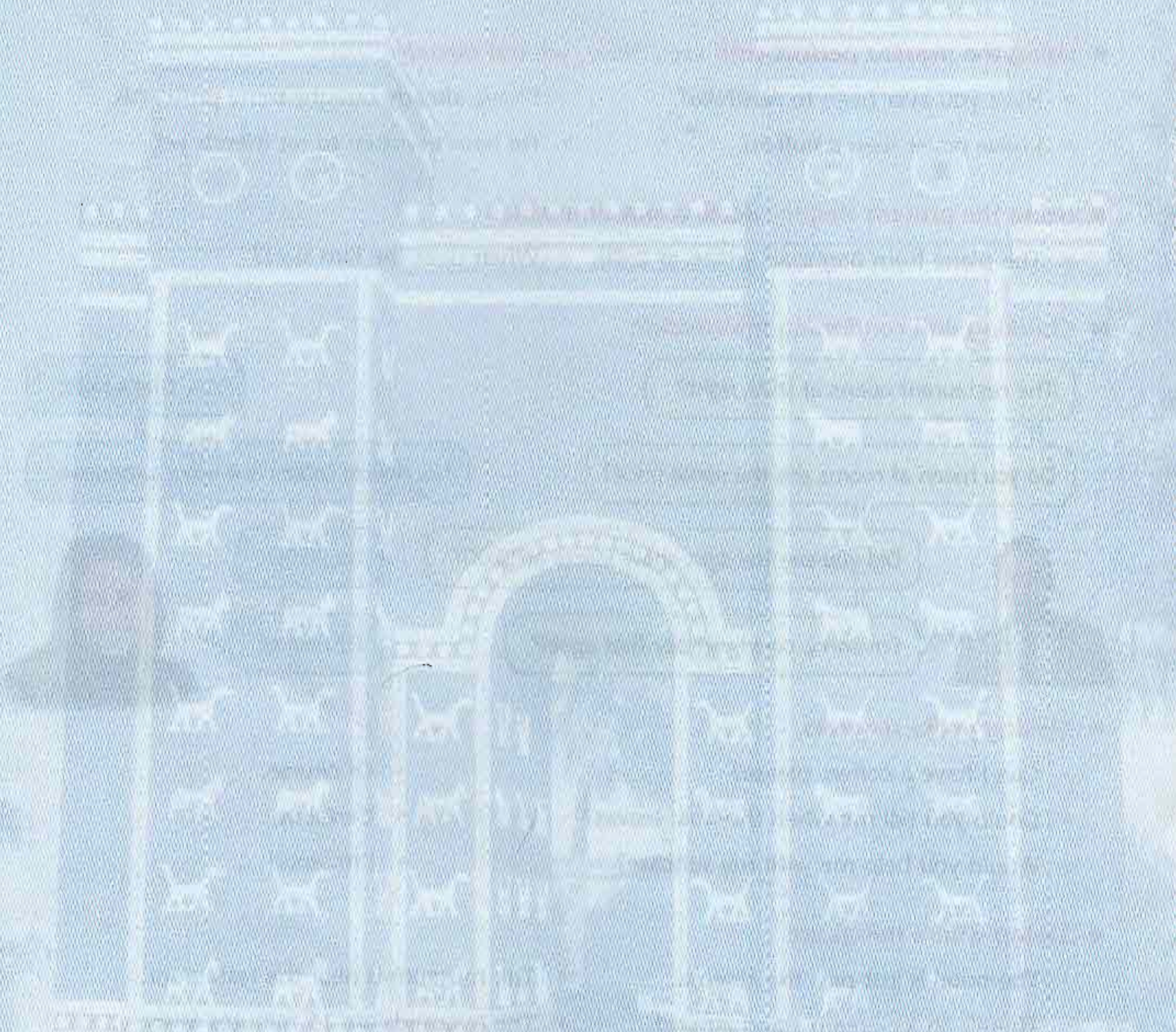
I'm sorry, could you say that again? — Of course.

- **Making polite requests**
  - Can I have a coffee, please?
  - Could you tell me when the boat leaves?
  - Would you help me with my suitcase?
  - Of course.
  - Certainly.
  - I'm afraid …

- **Saying where things are**
  - The hotel is just past the cinema.
  - There's an ice-cream stand around the corner.
  - The museum is near the restaurant.
  - The pyramids are 15 minutes away.

- **Saying what you have been doing (the present perfect continuous)**
  - I have been learning how to ride a quad bike.
  - Have you been swimming a lot?

Test ➪ AB 59–62



UNIT 4

- The gap year
- A pilot's job
- Greetings
- Eid al-Adha
- Two cities

The gap year

- What is the article for? Who should read it? Read and find out.

IS A GAP YEAR FOR YOU?

The number of people taking a gap year is rising. What is a gap year? It is time you take off from school or work to do something different. If you think this sounds like a good idea, you are not alone. In 2013, about 250,000 people between the ages of 16 and 25 took a gap year in the UK.

If you want to take a gap year, you have to decide what to do. There are many possibilities. Some people choose to work with charity organizations. They help build houses for people who have no money, or teach in countries where there aren't enough local teachers. Many people decide to learn a new sport, like whitewater rafting. Others use the time to see the world. The number of British teenagers travelling far from home during their gap year is going up. The top five areas for British teenagers to go to now are Tibet, Indonesia, Taiwan, Eastern Europe and Canada.

It is important to plan your gap year well. Learning a new sport is not easy to do. Find an organization that can teach you, and help you get the right safety gear. If you decide to travel to another country, learn as much as you can about the country before you go. Find out if you need any vaccinations, and what type of clothing you should take. There are hundreds of organizations that can help you plan well.

Taking a gap year has many advantages. You can decide what you like and what you are good at. You can also learn things that will help you find a good job when you get home. For example, a gap year is a good time to learn or practise a language. And if you travel, a gap year gives you a chance to meet new people and see the world.

- Now read the article more carefully. Then do Exercises A to D in the Activity Book.

A pilot's job

- What do you know about these jobs? Do you think they are interesting?

- 🎧 46 Listen to two people talking about a pilot's job. Are the speakers …
  - two pilots?
  - a radio interviewer and a pilot?
  - two students at a school for pilots?
- 🎧 47 Listen again and do Exercises A and B in the Activity Book.
- Look at the Iraqi Airways timetable. Number the destinations in alphabetical order.

Iraqi airways الخطوط الجوية العراقية

	DESTINATION	FLIGHT NUMBER	DEPARTS	ARRIVES
	TRIPOLI	IR550	00.30	05.30
	ANKARA	IR134	07.30	08.45
1	ABU DHABI	IR124	08.15	10.10
	BEIRUT	IR422	12.35	14.45
	AMMAN	IR400	12.35	14.50
	SANA'A	IR454	12.45	15.50
	DUBAI	IR110	13.30	15.30
	DAMMAM	IR714	20.15	21.10

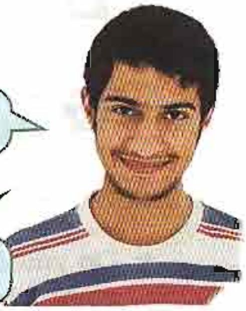
- Ask a partner about the flights on December 10th.

What time does flight IR550 leave?

At twelve thirty.

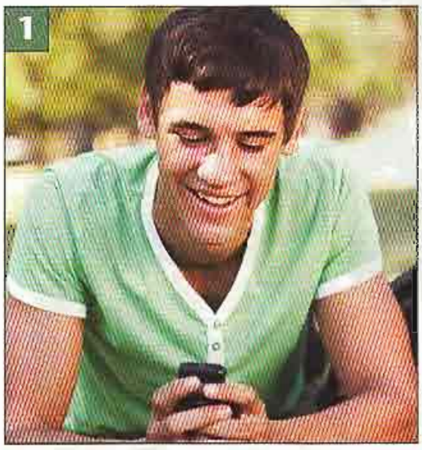
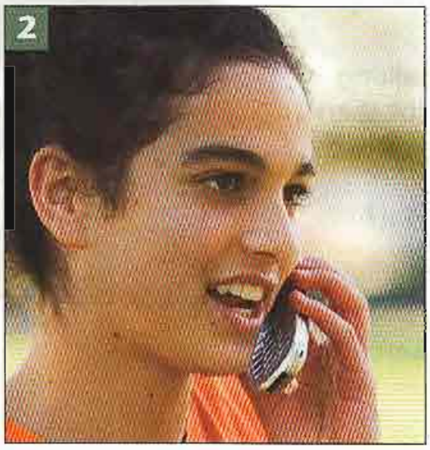
What time does it arrive?

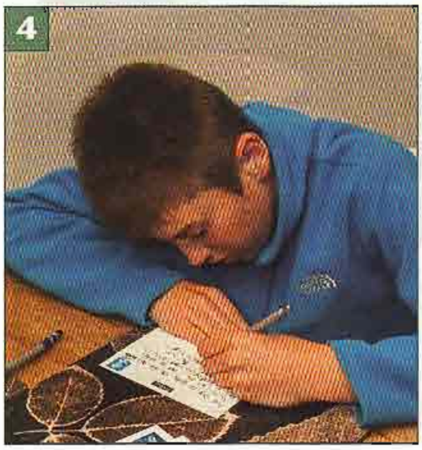
It arrives at five thirty in the morning.

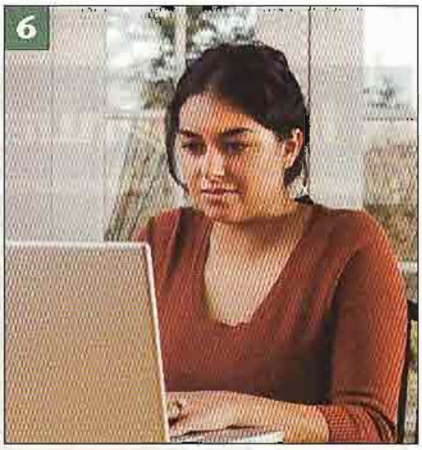


Greetings

- Which of these communication methods do you use?





- 49 What are the advantages and disadvantages of mobile phones? Write your ideas in your notebook. Then listen and see if the speakers had the same ideas.

- Read the opinions below. Match each to one of the pictures above.

A In my opinion, it's the best way to communicate because you can say as much as you want, and you don't need any special equipment.

B I don't like these because they don't say much.

C I think it's great because your message gets there immediately and it's very cheap.

- Do you agree? Think of other reasons why you like or dislike these ways of communicating and write them in your Activity Book (Exercise B).

Eid al-Adha

- What do you know about Eid al-Adha?

- **Look at Ahmed's notes for an essay about his visit. Are the notes complete sentences? Are they in order? Why do people write notes before writing an essay?**

- visited cousin in Baghdad
- during Eid al-Adha holidays
- sacrificed a goat
- shared the meat out – family, friends, poor
- went to mosque for prayers
- thanked Allah
- prepared sweets the day before
- dressed in new clothes
- visited family and friends
- gave gifts
- gave money to the poor
- went to an amusement park

- **Read the beginning of Ahmed's essay. Which of his ideas did he use in the first paragraph?**

Last year, I went to stay with my cousins in Baghdad. It was the Eid al-Adha holidays and we had a great time! The day before Eid al-Adha, we prepared special sweets to give to our friends and family. On the morning of the holy festival, we dressed in our new clothes and went to the mosque for prayers. We thanked Allah for all our blessings.

- 51 Ahmed's second paragraph is about the rest of the day. What do you think it talks about? Listen and check. Then do Exercises A to C in the Activity Book.

UNIT 4
Lesson 5
AB 66/67

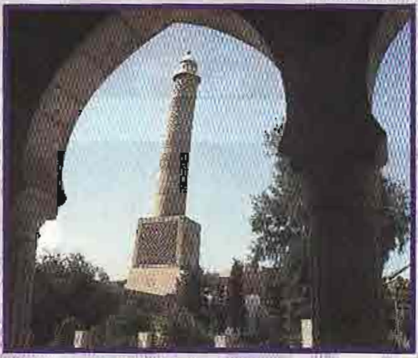
Two cities

- **Student A: Use the information about Mosul to do Exercise A in the Activity Book.**

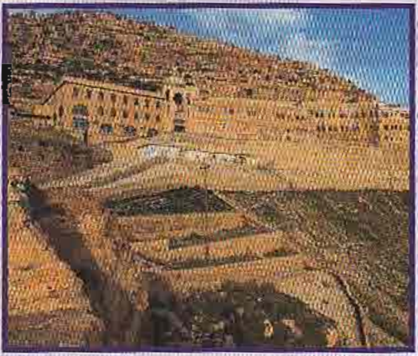
Mosul – General Introduction

Mosul

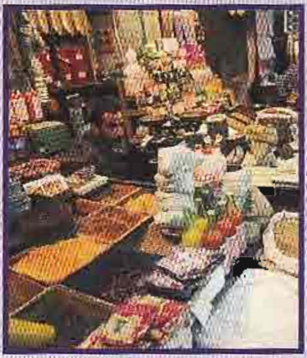
Mosul is the second largest city in Iraq and has a population of about 1.5 million people. It is a very old city. It was built around 1800 BC and was a trade centre for a long time.

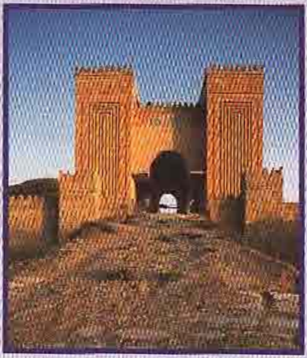


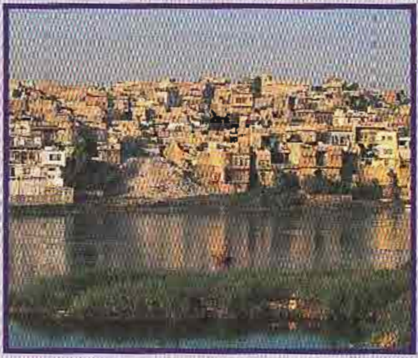
Mosul has become a very big, modern city. It is an exciting place to visit. Tourists come to visit the many beautiful places, including the spectacular mosques, and go to the woods. Mosul also has a lot of markets and often has festivals. You can travel around the city by bus or take a taxi.



It usually rains in winter, so the best time to visit Mosul is in the spring.







- **Look at the dictionary entries on the next page and answer the questions.**
  1. How many syllables are there in *spectacular*?
  2. What is the symbol for the long 'a' sound in *artefact*?
  3. What kind of word is *blossom*?

- Student B: Use the information about Tokyo to do Exercise A in the Activity Book.

Tokyo

Tokyo is the capital of Japan. It is on Honshu, the largest island in Japan. It was a fishing village until the 1600s and is now one of the world's biggest cities. It has a population of over 13 million people.

There are interesting museums to visit in Tokyo. The Tokyo National Museum has art and artefacts from many countries, including some Egyptian mummies. Tokyo also has stadiums for sports and music and some beautiful parks and gardens. The best way to travel in the city is by bus, train or underground.

There is a lot of rain in the summer, and winter can be quite cold. The best times to visit Tokyo are in spring (from March to May) and in autumn (from September to November). If you go in spring, you can see the cherry blossoms.

Places to visit – Tokyo

artefact *noun* – simple object made by people in the past: *I like to look at ancient artefacts.* 'ar•te•fact – /ɑːtɪfækt/ – *plural* artefacts.

spectacular *adjective* – interesting or unusual to see: *The waterfall is spectacular.* 'spec•ta•cu•lar – /spek'tækjʊlə/.

blossom *noun* – flower: *This tree has beautiful white blossoms.* 'blos•som – /'blɒsəm/ – *plural* blossoms.

- Now do Exercises B to D in the Activity Book.

Lesson 6 ↳ AB 68–71

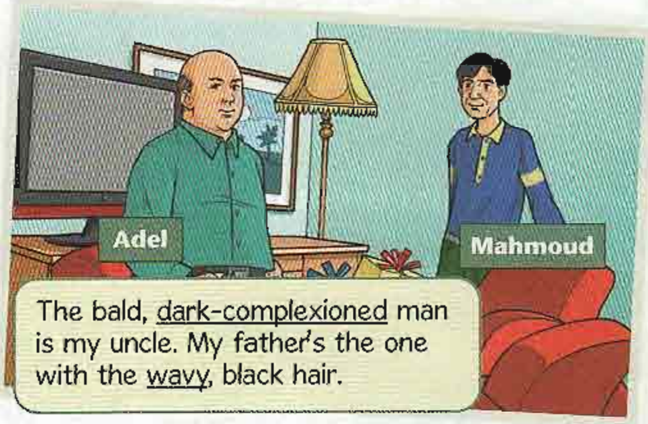
UNIT 5

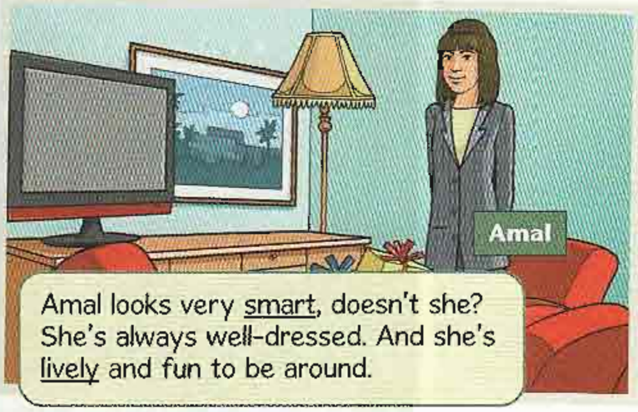
- Describing people
- Would you like to go to the cinema?
- A birthday present
- Planning a party
- Wedding customs
- Welcome Home Week
- Glass-blowing – a family business
- Special events
- A school trip
- Round up

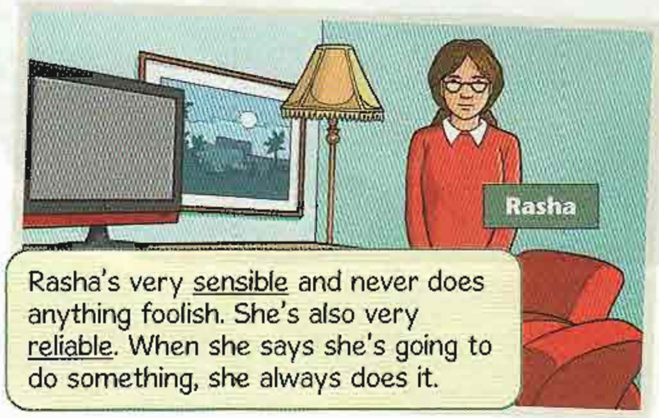
UNIT 5
Lesson 1
AB 72/73

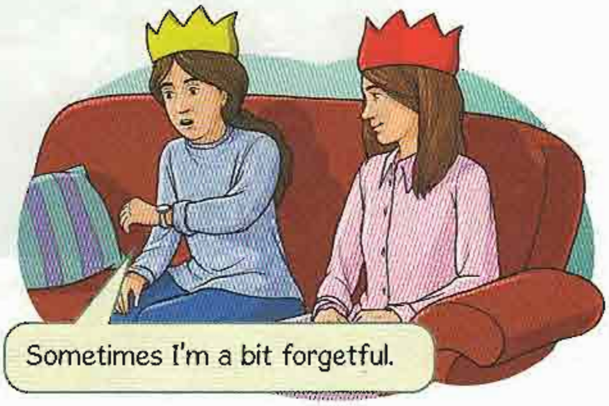
Describing people

- 52 Listen to Halla and Noor. How many sisters has Noor got?
- Listen again and do Exercise A in the Activity Book.









- Work in pairs. Tell your partner what you think the underlined words mean, then look them up in a dictionary. After that, do Exercises B to E in the Activity Book.

Would you like to go to the cinema?

- **Read the film reviews. Which film would you most like to see?**
- **Look at the pairs of words in bold. Does the first one make the second one stronger or weaker?**

HOLIDAY

COMEDY ●●●●●

Two cousins spend their holiday trying as many new sports as they can. They realize that some things are not as easy as they seem. This is an **incredibly funny** film for all audiences.

FILM TIMES: 6.15, 9.30

Polar Bear

(documentary)

In this ***absolutely fascinating*** film, a team of scientists goes to Canada to observe polar bear behaviour.

If you love animals, you must see this film.

Film times: 5.00, 8.20

A Mystery by the Nile

MYSTERY

A museum guard has an unexpected adventure when an **extremely rare** mummy is stolen from the museum where he works. If you like mysteries, this film is for you.

Film times: 6.30, 8.45

★★★★★

- 54 **Listen to Samir and Ali. Which film do they decide to see?**
- **Now do Exercise A in the Activity Book.**
- **Read the Language box and answer the questions.**

Invitations, offers and promises Grammar and Functions Reference p.97

• Would you like to come with us?	I'd love to. I'm afraid I can't.
• I'll drive you if you want.	Thanks, that would be nice.
• Shall I read you the review?	Sure. No thanks.
• I'll pick you up at 6.00, then.	Great!

1 Which expression is followed by *to*?

2 Which word can be used to make an offer and to make a promise?

3 What do *I'll*, *I'd* and *I'm* stand for?

- **Now do Exercises B to D in the Activity Book.**

Lesson 3 ↳ AB 75–77

A birthday present

- **Match the pictures and the words. Which do you think are good birthday presents?**

diary	bilingual dictionary
man's shirt	music CD
computer game	mobile phone

- **58 Listen to Mustafa's family talking about his birthday present. Which of the items above is not mentioned?**

- **Now do Exercise A in the Activity Book.**

Amal: Mustafa's birthday is next week. Do you know what you're going to get him?

Yasmin: No, I don't, Amal. What about you, Yusef?

Yusef: Uh, I'm not sure yet. Maybe I'll get him some CDs. There's a fantastic new CD by his favourite group. Then he won't borrow mine all the time!

Amal: Oh yes! He'd like that. Maybe you should get him a diary, Yasmin. He'll need one at university next year. He's so forgetful!

Yasmin: A diary! That's a terrible idea! It's so boring. I want to get him something that's fun.

Yusef: Well, you could get him a computer game.

Yasmin: Hmm, that's not a bad idea. He said the one you lent him last week was too easy.

Yusef: He did? That's amazing! I haven't won that game once.

Amal: What are you and Dad going to get him, Mum?

Mother: I think we'll buy him a mobile phone this year. He won't be at home as much and he'll want to stay in touch.

Yusef: Wow! He'll be thrilled! I'd like one too. I hope you'll buy me one for my birthday.

Mother: You don't need one yet, Yusef. I'll buy you one when you go to university.

Amal: I still don't know what to get him.

Mother: He'll want some new clothes when classes start.

Amal: Mm. Not very exciting, but useful. I'll get him a new shirt.

- **Study the Language box and find examples in the conversation.**

- **Now do Exercises B to E in the Activity Book.**

Future simple

Grammar and Functions Reference pp.97/98

- use *will*/*won't* + infinitive:
  - to say what you think or hope will happen.
  - to make a promise.
  - to say what you have just decided to do.

Planning a party

- Look at what the family has to do to plan their party. Match the things on the list with a picture.

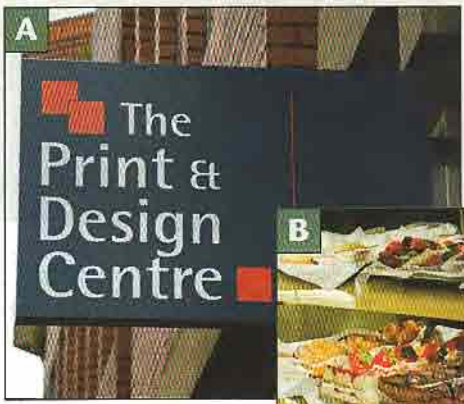
1 order the food ☐

2 have a cake made ☐

3 get the invitations printed ☐

4 have the house cleaned ☐

5 choose the flowers ☐



- Now do Exercise A in the Activity Book.

- Read the Language box, then do Exercises B to D in the Activity Book.

get/have + object + past particle Grammar and Functions Reference p.98

- Use *get* or *have* + object + past participle to show that someone else is doing something for you or to you.

  e.g., I'll get the invitations printed. (*I'll ask someone at the printers to print them.*)
  I'll have the house cleaned. (*I'll ask someone at the cleaning company to clean it.*)

UNIT 5
Lesson 6
AB 81/82

Wedding customs

- Look at the photo. Have you ever been to a wedding? What was it like?
- Now do Exercise A in your Activity Book.
- Read the article, then answer the questions in Exercises B and C in the Activity Book.

Weddings are different from country to country. They are also different from what they were in the past. In the past, weddings in many countries took place over several days. Now **few** people have weddings like that. People often don't have the time or money to take days to get married. In the United Arab Emirates, **some** people even get married in group ceremonies where hundreds of people get married at once. We will look at some of the more traditional wedding customs.

A wedding is important to the bride and groom and also to **both** families. Because of this, traditional weddings have many ceremonies that include the couple's families and friends. In the Middle East and North Africa, the bride's hands and feet are often decorated with henna. This is to make her beautiful and also bring her luck. While this is happening, the girl's friends drink tea with her and listen to music. In Morocco, the groom's friends carry him, in a special chair, to the barber's for a haircut.

Weddings are a happy occasion for **all** the people in the family. Families celebrate with music, singing and dancing. At a Bedouin ceremony, men dance traditional dances with swords and whips. Food is also an important part of the celebration. The parents of the bride and groom invite friends and relatives for big meals. In Morocco, the bride's mother-in-law welcomes her to her new home with milk and dates.

Many customs include special wedding clothes. Bedouin women wear clothes made of colourful fabrics. In Iraq, the bride wears white to symbolize purity.

- Read the Language box. Does the determiner come before or after the noun?

Determiners *few, some, both, all* Grammar and Functions Reference p.98

Determiners tell you more about the noun.
- Now few people have weddings like that.
- Some people get married in group ceremonies.
- A wedding is important to the bride and groom and also to both families.
- Weddings are a time of joyful celebration for all the people.

- Now do Exercise D in the Activity Book.

Welcome Home Week

- **Read to check your answers to Exercise A.**

Waleed: I'm really looking forward to going home at the end of term. What about you, will you be going back to Ireland?

Sean: I'm staying here in July, but I'll be going back home in August. I have to go then, because it's 'Welcome Home Week'.

Waleed: What's that?

Sean: Well, a lot of Irish people live and work abroad. So most towns have a special week in the summer when people come home to visit their families. They put on special events like concerts and sports competitions.

Waleed: Is anyone else in your family coming back home?

Sean: Yes, my Uncle Patrick will be coming home for a whole month. He's an oil worker out in the Gulf and I haven't seen him for ages. He plays the flute in an Irish band, and we'll be going to some concerts.

Waleed: That sounds good.

Sean: Yes, and my cousin Niall comes home every summer for two weeks. He's an aid worker in Africa, but he loves coming home to meet up with his old school friends. I expect he'll be playing Gaelic football with them. Not only that, but my mother is excited because my Aunt Mary is coming over from the United States with my cousin Maeve.

Waleed: Will they all be staying with you?

Sean: Only for a few days. Aunt Mary is a History teacher, and she'll be giving a talk on the history of the town. Then they'll be going to Dublin; Maeve is performing in an Irish dancing competition there.

Waleed: That's a lot of people in one house!

Sean: It's normal where I live!

- **Read the rules and find examples. Then do Exercises B and C in the Activity Book.**

Future continuous

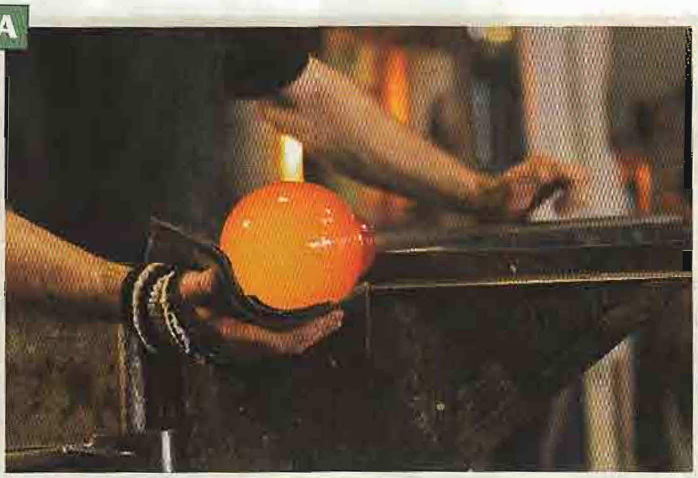
Grammar and Functions Reference p.98

- Make the future continuous with *will/won't be* + present participle.
- Use the future continuous to talk about:
  - something that will be happening at a specified time in the future.
  - an activity in the future that is already planned.

UNIT 5
Lesson 8
AB 84/85

Glass-blowing – a family business

- **Read the extract from a guidebook about Lebanon. Then do Exercise A in the Activity Book.**

A


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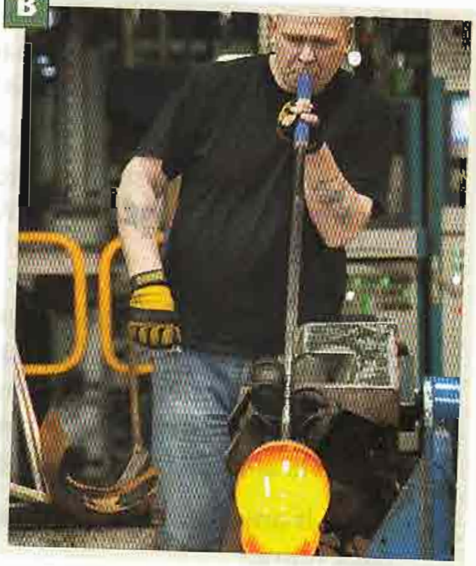


embroidered table cloth

engraved copper bowl

If you are travelling to Lebanon, try to see some of the **gorgeous** objects people make there. Some of the most popular crafts are embroidery, copper-engraving and glass-blowing. If you are lucky, you can visit a **workshop** and see how the objects are made.

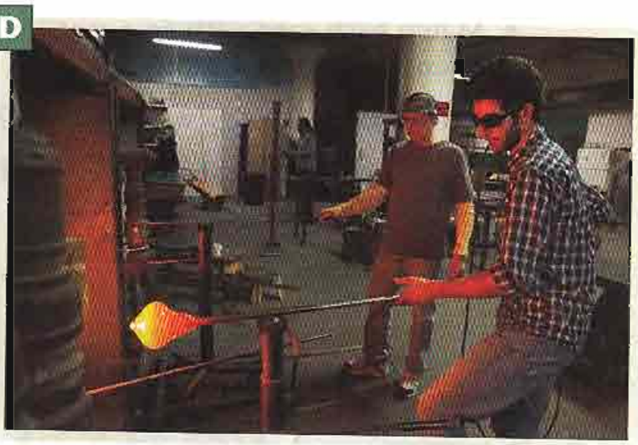
Glass was known in the Middle East over 4,000 years ago. People used glass to make things like bowls, vases and jewellery, but the glass was thicker than the glass we know today. Then, over 2,100 years ago, Syrian **craftsmen** invented glass-blowing. They used this technique to make finer, more beautiful glass objects.

Glass-blowing has been a popular craft for centuries in Lebanon. Today it is used by some small **family businesses**. The **skills** used are passed down from father to son and the craftsmen are proud of their work. Unfortunately, it is difficult to make enough money just by blowing glass. Many craftsmen have to have other jobs too.

- 63 Listen to an interview with Hadi, a glass-blower. Do you think he likes his job?
- Now do Exercise B in the Activity Book.

C

D



- **Read the interview and check your answers.**

Interviewer: Can you tell me what glass-blowing is?

Hadi: It's an ancient craft. You shape the glass while it's still very hot by blowing into a pipe.

Interviewer: How long have you been a glass-blower?

Hadi: Since I was about 16. My father was a glass-blower and so was his father. The skills were passed down from father to son for **generations**. When my son is old enough, I'll teach him to blow glass too.

Interviewer: Do you work with other members of your family?

Hadi: Yes. I work with my father, my uncle and two of my brothers.

Interviewer: Do you like working with your family?

Hadi: Of course. We all get on well. And we all want to do the best we can because we're proud of our work.

Interviewer: Do you have other **siblings**?

Hadi: Yes. Unfortunately, my third brother didn't want to join the family business. He wanted a job that paid better, so he went to the city. I'm afraid that one day no one will remember how to blow glass.

Interviewer: Is it difficult?

Hadi: A bit. It takes a lot of practice. And it's **exhausting** because of the heat. The ovens can get up to 1,400 degrees.

Interviewer: Do you need special tools?

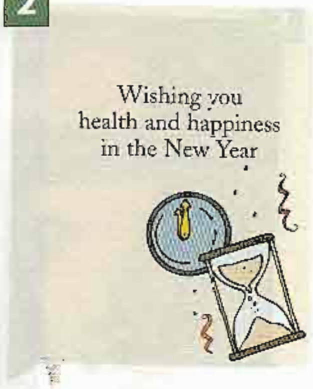
Hadi: It depends on what you want to make. You can use pliers to shape the glass. But the most important tool is the rod you blow into.

- **Discuss the meaning of the words in bold on these pages with a partner. Check your ideas in a dictionary, then write them in your notebooks.**

Special events

- **Match each card with an event. Then discuss these questions:**
  - How do you celebrate each event?
  - For which do you have a big meal?
  - For which do you exchange gifts?
  - For which do you go to a ceremony?

1

2


3

4

New Year card | birthday invitation | birth announcement | wedding invitation

- **Read the email and answer the questions in Exercise A in the Activity Book.**

From: Helen
To: Noor
Subject: Hello from England!

Dear Noor,
How are you? I'm sorry I haven't written for a long time. I've been very busy.

I've got exciting news to tell you. I'm going to have a little cousin! I don't know if it'll be a boy or a girl, but we expect it'll be born in March. I think my aunt and uncle have thought of names for him (or her), but they refuse to tell me what they are. My aunt told me there was a big argument in her family about her name, so she doesn't want to tell anyone until the baby is born. I think they might name the baby after my grandfather or grandmother, but I've got some better ideas. If it's a boy, I like the name Alan, which means handsome. If it's a girl, I think she should be called Aida – that means joyful. What do you think? Anyway, I'm very excited. I've offered to baby-sit whenever they want because I love taking care of children. Next year I'll be spending a lot of time at my aunt and uncle's house!

Write soon and tell me what's new with you.

Love, Helen

- **Read the examples, then do Exercises B and C in the Activity Book.**

Verb + *to* + infinitive

Grammar and Functions Reference pp.98/99

- They refuse to tell me what they are.
- I've offered to baby-sit whenever they want.

A school trip

UNIT 5
Lesson 10
AB 88

- Look at the photos. Have you been to these places and seen these things?
  Now read the text and find the words for the places and things in the photos.

1

2

3

4

The history of Iraq is the history of all humanity.

A Last week we went on a school trip to the National Museum of Iraq. It is a very nice building and you feel calm there. A lot of artefacts and relics were first collected in a government building in Baghdad in 1922. In 1966, the Iraqi government moved the collection into the new two-storey museum building in Al-Salihiya, in Al-Karkh in Baghdad. This building is the National Museum of Iraq.

B We arrived at the museum at ten o'clock. When we went inside, a museum guide gave us some worksheets with information about things in the museum and questions to answer. We divided into groups of four. I was with Mazin, Osama and Jalal.

C We stayed first on the ground floor and went to the Assyrian and Babylonian galleries. We wanted to look at the Mesopotamian cuneiform texts, which date back to 1500 BC. We also looked at the Assyrian sculpture of the winged bull, Lamassu, with its five legs. Then we looked at the fine pieces of Assyrian jewellery that were found in the royal tombs at Namrud. My friend Mazin took brilliant photos in the Sumerian and Akkadian galleries. We also wandered in the ivory gallery, where we saw some furnishings decorated with ivory, gold and precious stones.

D Once we had visited all the galleries and answered all the questions on our worksheets, we went to the cafeteria on the ground floor. Then we went to the gift shop. I bought a postcard and Jalal bought a beautiful cup with a golden pattern on it.

E We had a fantastic time at the museum and we learned a lot about many civilizations in Iraq. I want to come again soon to study the beautiful jewellery because one day I want to be a jewellery designer.

- Now do Exercises A and B in the Activity Book.

UNIT 5
Revision
AB 89/90

Round up

Here are some of the things you practised in Unit 5. Discuss each item with a partner. Take it in turns to give another example.

- **Using strong adjectives**

Was the party good?

Yes. It was fantastic!

Were you tired after the match?

Tired? I was exhausted.

- **Using adverbs to make adjectives stronger**

That film was incredibly funny!

- **Inviting, offering, promising and responding**

Would you like to go to the cinema with us?

I'd love to.

I'm afraid I can't.

Shall I go to the supermarket with you?

Thanks, that would be nice.

I'll take you home after the party.

Great!

- **Talking about likely or definite events in the future:** use *will* + infinitive

Yusef thinks our team will win the cup this year.

I'll have a cup of tea, please.

- **Talking about future events that will happen at a definite time, or that are already planned:** use the future continuous

Tomorrow afternoon I'll be cooking for the party.

She'll be leaving Iraq soon to go back to her job in Egypt.

- **Saying someone is doing something for you:** use *get* / *have* + object + past participle

The car is at the car wash. I'm having it washed.

- **Using determiners to give information about a noun**

Some people like big parties, but I don't.

Few people went to see that film.

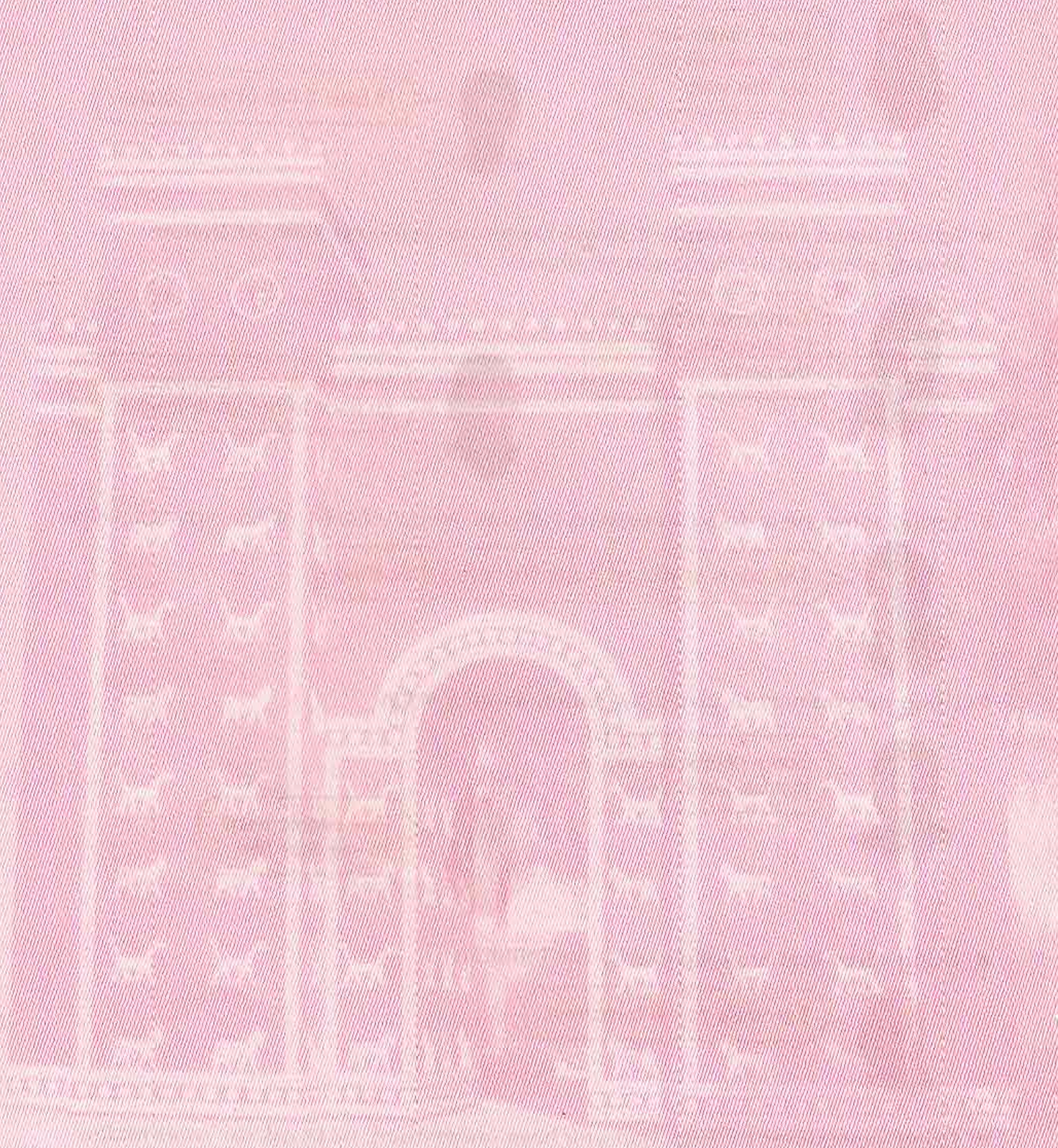
- **Using verbs that are followed by the infinitive**

I promise to call tomorrow.

- **Using expressions to show that you have understood, or to ask for confirmation**

Hold on. Do you mean first or second right?

Test ✎ AB90/91



UNIT 6

- A healthy lunch
- Have a good night!
- How do you feel?
- A check-up
- At the chemist's
- Take my advice!
- What do you think will happen?
- The Asian Games
- Round up

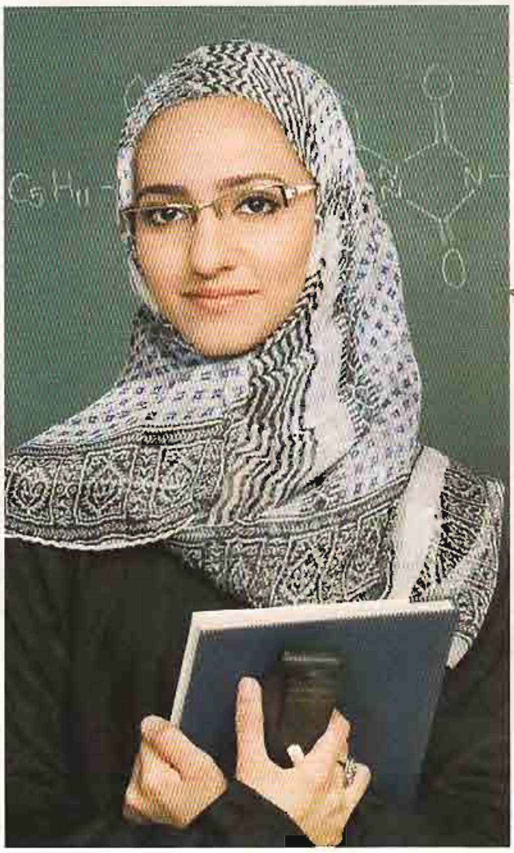
A healthy lunch

- Work with a partner. Which meal do you think is healthier? Why?

1

2

- Wijdan is a nutritionist. Read the first part of her talk about nutrition and check your ideas.



Which picture shows the healthier lunch? If you guessed picture 2, you're right. Why is it better? Well, first of all, this lunch has food from more food groups than the other one. Secondly, the lunch in picture 1 includes food that can be bad for your health.

Let me talk first about why it is important to eat food from different food groups. Our bodies need different things to grow and be healthy, and they are not all in the same food groups. The yoghurt in picture 2 is from the dairy group - foods made from milk - and contains calcium. We need calcium to have healthy teeth and bones. The chicken in the sandwiches contains protein, which gives us strong muscles. The salad and apple are from the fruit and vegetable group. The foods in this group contain vitamins our body needs. For example, tomatoes have a lot of vitamin C, which some doctors think helps you get better when you are ill. Some teenagers don't get enough fruit and vegetables in their diet. Try to eat more! Vegetables taste good if you don't cook them too much. And fruit and vegetables have few calories, so they're good for people who want to stay slim. Calories are the measurement of energy values in foods.

- Guess what Wijdan will talk about next. 65 Then listen and check.
  - How to bake bread.
  - Food that is bad for you.
  - How exercise can make you healthy.

- Now do Exercises A to D in the Activity Book.

Have a good night!

- Discuss these questions with a partner. Then read the magazine article and compare your ideas.
  - Why is sleep important?
  - How much sleep do teenagers need?

HEALTH ADVICE FOR TEENAGERS

A GOOD NIGHT'S SLEEP

Do you think sleep is a waste of time? Do you like to stay up late to do homework, talk with friends, or play computer games?

We asked Dr. Ibrahim Ansari, a sleep expert, if sleep was really important for teenagers.

The need for sleep

Dr. Ansari said he was worried about many of the teenagers he saw in his office. He said that many of them slept for only six or seven hours a night. 'Teenagers should sleep for an average of eight hours per night. Your body needs sleep to grow and stay strong. If you haven't had enough sleep, you can get hurt if you do sport. Your brain needs sleep too.' Dr. Ansari told us that many of the teenagers he saw got bad marks because they were often tired.

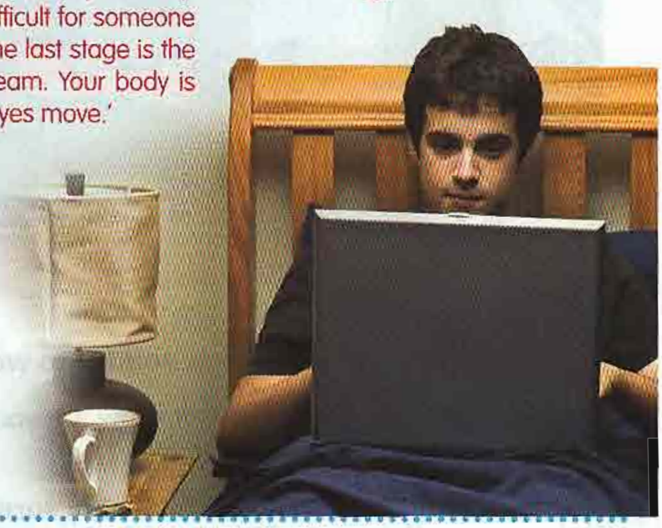
Different stages of sleep

Scientists still don't know everything about sleep, but they know that there are five stages of sleep. We asked Dr. Ansari what they were. 'The first stage is when you fall asleep. You relax and your heart starts to beat more slowly. The second stage is light sleep. During this time, you wake up very easily if you hear a noise. In the third and fourth stages, you sleep more deeply. It's difficult for someone to wake you up. The last stage is the time when you dream. Your body is relaxed, but your eyes move.'

Cures for sleeplessness

Sometimes you go to bed, but can't get to sleep. We asked Dr. Ansari what you could do. 'First of all, try to go to bed at the same time every night. Don't do anything exciting just before bed, like exercising or watching an adventure film.' Dr. Ansari told us you could drink a glass of warm milk if you really couldn't fall asleep. He said many teenagers found drinking milk relaxing.

Now that you know what to do, have a good night's sleep. You'll feel much better in the morning.



- Read the article again and answer the questions in Exercise A in the Activity Book.

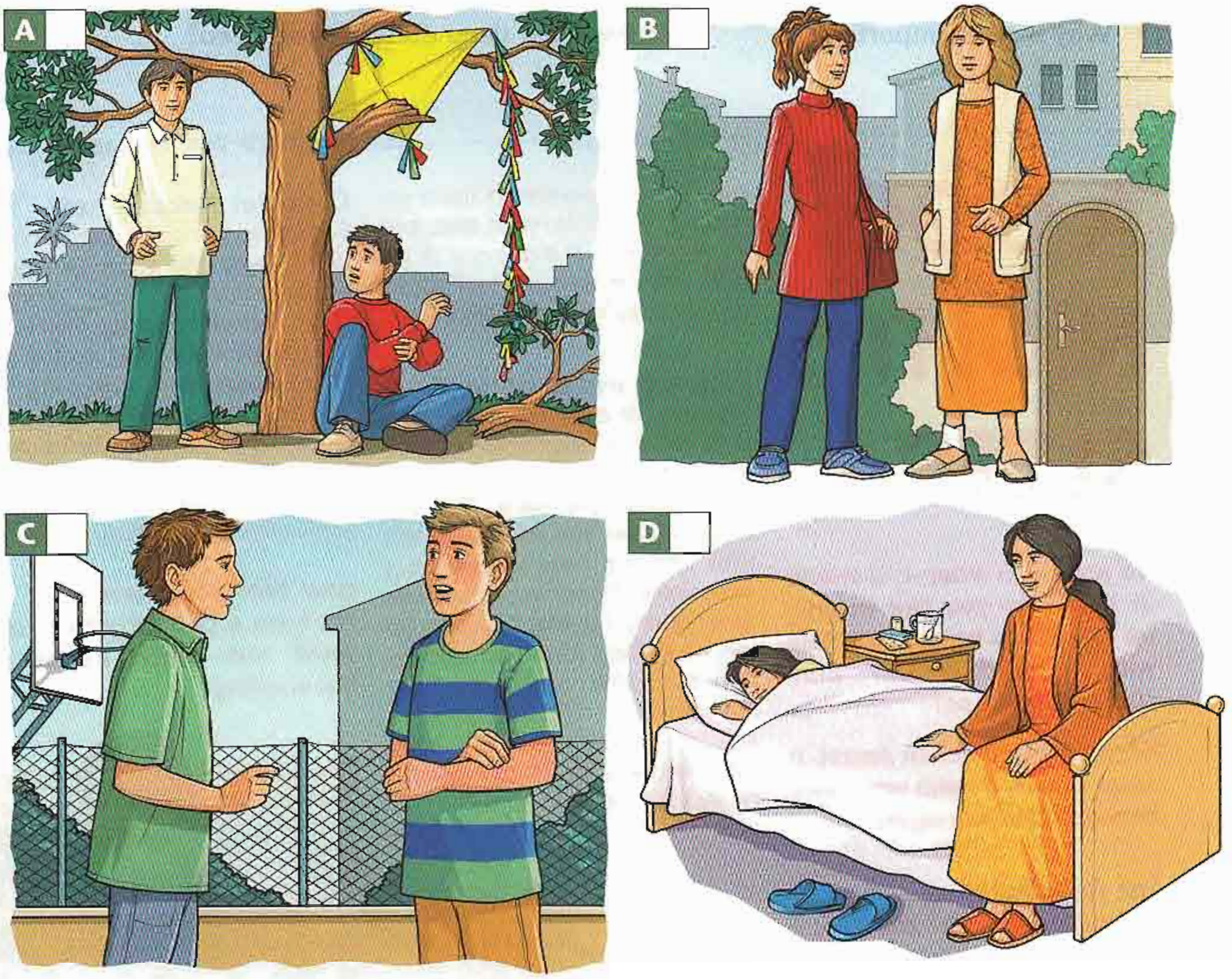
- Read the Language box and find examples in the article. Then do Exercises B to E in the Activity Book.

Reported speech Grammar and Functions Reference p.99

- Use the reporting verbs *ask*, *tell*, *say* to tell another person what somebody said.

How do you feel?

Listen to the dialogues and put the pictures in order. Number them 1–4.



Read the dialogues and try to work out the meaning of the words in bold.

Mother: You sound ill. How are you feeling this morning?

Salwa: Not very well. I have a **sore throat**. And I've been coughing a lot.

Mother: Do you have a **headache**?

Salwa: Yes, and my head feels very hot. I think I have a **fever**.

Mother: You can't go to school today. You probably have **flu**. You'll have to stay in bed.

Jane: What happened to you?

Sally: I had an accident. I fell off my bicycle.

Jane: Did you break your **ankle**?

Sally: No. I only **sprained** it. It was **bruised** and **swollen**, but not broken.

Jane: How long do you have to keep the **bandage** on?

Sally: A few more days.

Khalid: Ouch!

Ibrahim: Are you all right?

Khalid: Well, my arm **hurts**.

Ibrahim: Maybe you broke it. Can you move it?

Khalid: Yes, I think so.

Ibrahim: What happened?

Khalid: I climbed that tree to get my kite, but a branch broke and I fell to the ground.

Ibrahim: Do you want me to help you get home?

Khalid: No thanks. I can manage.

John: Oh, you've got a bad **sunburn**!

Tim: Yes. I was playing volleyball on the beach with my friends yesterday and I didn't realize I was getting **burned**.

John: Does it hurt?

Tim: Yes, it hurts a lot. I couldn't sleep last night.

John: Didn't you use sun cream?

Tim: No, I forgot.

- **Now do Exercises A and B in the Activity Book.**

- **Match the advice to the person with the problem. Two don't match.**

a You should see the doctor to make sure you haven't broken it.

b You ought to take an umbrella.

c You shouldn't eat much chocolate.

d You could take some aspirin. It might help.

e You shouldn't walk on it.

f You could try using after-sun cream.

Modal verb + infinitive Grammar and Functions Reference p.99

- Use *should/shouldn't, ought to, could* + infinitive to give advice.

- **Look at the advice on this page. Which modal verb is not as strong as the others?**

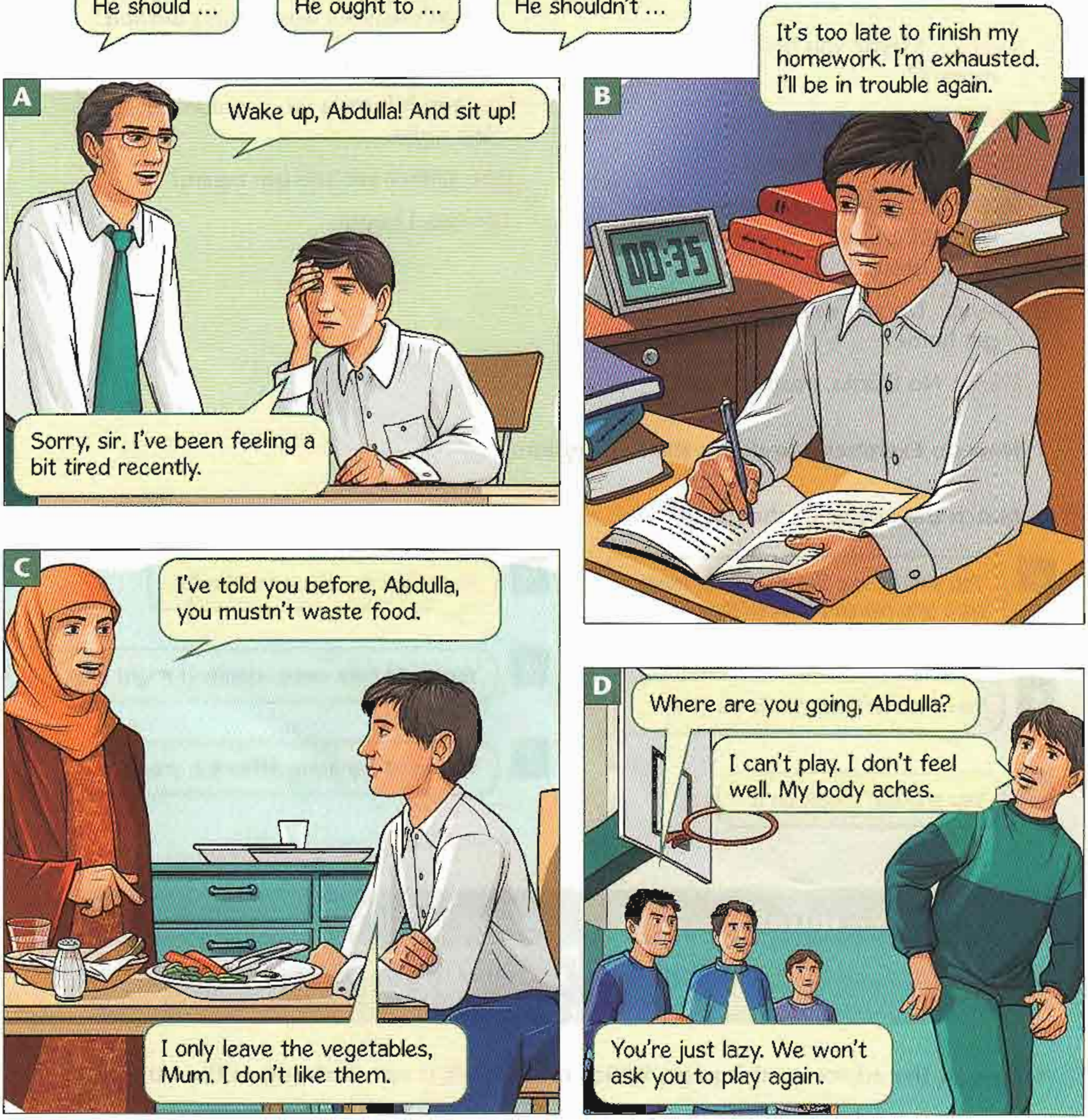
A check-up

- Read and find out why Abdulla has some problems. What advice would you give him?

He should ...

He ought to ...

He shouldn't ...



- 🎧 68 Listen to Abdulla talking to his doctor. Make notes about the advice the doctor gives him. Is it the same as yours?

- Now do Exercises A and B in the Activity Book.

At the chemist's

- Match the pictures with the words below.

1

2

3

4

5

6

7

8

A a sunburn **B** a cough **C** a sore throat **D** a headache

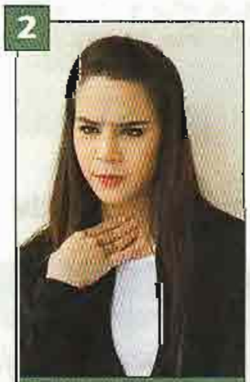
E a cut **F** a sprain **G** to wash **H** a fever

- 71 Listen to some people at the chemist's and answer these questions:

Who ... should see a doctor?
is buying something for a child?
needs advice?
doesn't get what she wants?
has had an accident?

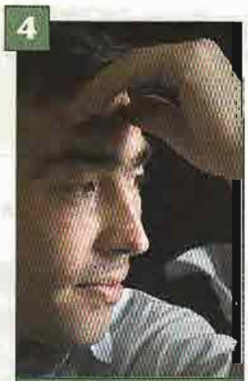
1

Noura

2

Layla

3

Sultan

4

Adnan

5

Yassir

- Now do Exercises A and B in the Activity Book.

UNIT 6

Lesson 6

AB 100/101

Take my advice!

- What problems do you think people can have when they start an exercise programme? Make a list with a partner.

- **Ibrahim is a fitness trainer. He is giving a talk to some students. Read what Ibrahim says and compare your ideas with his.**

If you want to be fit and healthy, you need to take regular exercise. There are many ways you can do this. For example, you can go to a gym and follow an exercise programme, you can go walking or cycling, or you can take up a sport.

Before you begin, there are some things you should think about. First, you need to find something that you are fairly sure you will enjoy doing. If you don't enjoy the activity, you'll give it up in a few weeks. I also suggest that you exercise with a friend. There will be times when you don't feel like exercising, but if you know your friend is waiting for you, you won't let your friend down – you'll go. Finally, if you do the same thing all the time, you may get bored. Try to find different ways of getting exercise. For example, go swimming one day and walking the next.

The second thing I want to talk about is sports injuries. These can be extremely painful and difficult to cure. Of course, accidents can always happen and people will get injured in any sport, but lots of injuries need never happen. They happen because people are careless and don't follow proper safety procedures. If you want to avoid injuries, you'll take my advice.

I have four pieces of advice. First, it's very important to warm up before you begin exercising or playing a game. You can do this by running on the spot, then stretching to prepare your muscles. Next, wear the right clothing and safety equipment. For example, wear knee and elbow pads if you rollerblade. Thirdly, many people want to do too much at first. Don't be impatient. Move on to new and more difficult exercises slowly. Finally, pay attention to what your body tells you. For example, always have water with you because you will get thirsty. You can get dehydrated quickly when exercising. Oh, I nearly forgot a fifth piece of advice. You'll often hear people say that exercise should be painful – 'no pain, no gain'. They're wrong. If the exercise you're doing is painful, you ought to stop right away and give your body time to rest.

- **Read the Language box. Then do Exercises A to C in the Activity Book.**

Affixes: prefixes and suffixes Grammar and Functions Reference p.100

- Affixes are letters that are added to words to make new words. Prefixes go at the beginning of the word, e.g., impatient, dehydrated. Suffixes go at the end, e.g., careless, painful.

What do you think will happen?

- Look at the newspaper headlines. Which of these things do you think will be possible in the future?

WORLD'S OLDEST PERSON DIES AT 130

No cases of heart disease found this year

Amazing new world marathon record!

CLEAN DRINKING WATER FOR EVERYONE

- Read some other people's opinions. Are any the same as yours?

I think people might live longer than that in the future because medicine has improved and continues to improve.

Athletes are getting stronger because they know how to train better and because they eat healthier food. I think athletes might continue to break speed records forever.

Heart disease might not kill as many people in the future because people are taking more exercise and giving up smoking. In fact, many diseases may disappear completely if this trend continues.

Clean drinking water for everyone! That would be fantastic. But no, I don't think it will ever happen. It might, but it might not because we are not doing enough to protect our environment now.

- Read the Language box. Find other examples on the page.

Talking about possible events: *may/might* + infinitive

Grammar and Functions Reference p.100

- People might live longer than that.
- Many diseases may disappear completely.

- Now do Exercises A to C in the Activity Book.

Lesson 8 AB 102/103

UNIT 6
Lesson 9
AB 104

The Asian Games

Read the article and do Exercises A to C in the Activity Book.

The Asian Games

History of the Games

The Asian Games took place for the first time in India in 1951. Only 11 countries sent athletes to the Games and there were only six sports. Over the years, more countries have become involved in the Games and more activities have been added. Now the Asian Games is the second largest event in the world, after the Olympics.

The biggest Asian Games

The 15th Asian Games took place in Doha, Qatar, from 1 to 15 December, 2006. It was much bigger than the first Games in 1951. Athletes from 45 countries participated and there were 39 sports. People in 47 countries were able to see the events on television. The 16th Asian Games took place in Guangzhou, China, from 12 to 27 November, 2010. It was the biggest Games so far, with 9,704 athletes competing in 476 events.

New sports

Spectators were able to see a wide variety of events in 2010. There were sports like basketball, cycling and football that have been part of the Asian Games since they started. There were also some new events. The traditional game of cricket was added, and the ancient sport of dragon boat racing, as well as the very modern activities of dancesport and rollersports.

Preparing for the Games

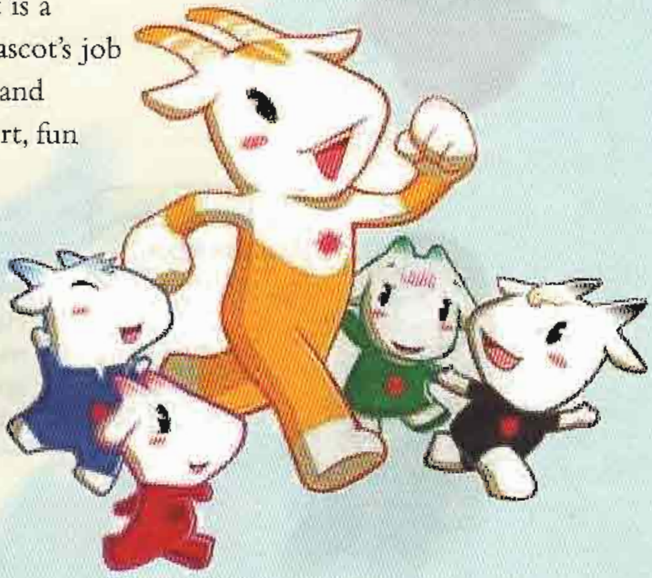
To prepare for the Games, the organizers built 11 new sports venues and improved the facilities at 42 others. Athletes were able to stay in the new Asian Games Town. The local airport was improved and a new high-speed railway built to take the spectators and athletes quickly to the events. But the organizers needed more than buildings, planes and trains. They also looked for 60,000 people to help during the Games. These volunteers did various things, such as taking spectators to their seats, checking their tickets and giving information and directions.

Celebrations

A lot of events took place before and after the Games. One of the most exciting was the Torch Relay. It was a celebration of friendship and unity. The torch was lit at the Great Wall of China on 9 October and carried round 23 cities by a total of 2,068 runners. The amazing opening and closing ceremonies were held along the Pearl River, with fireworks and around 6,000 performers acting, singing and dancing.

Say hello to the sporty goats!

The mascot for the 16th Asian Games was the 'five sporty goats'. In Chinese tradition, the goat is a symbol of great luck and happiness. The mascot's job was to help people learn about the Games and remember that the Games are all about sport, fun and friendship.



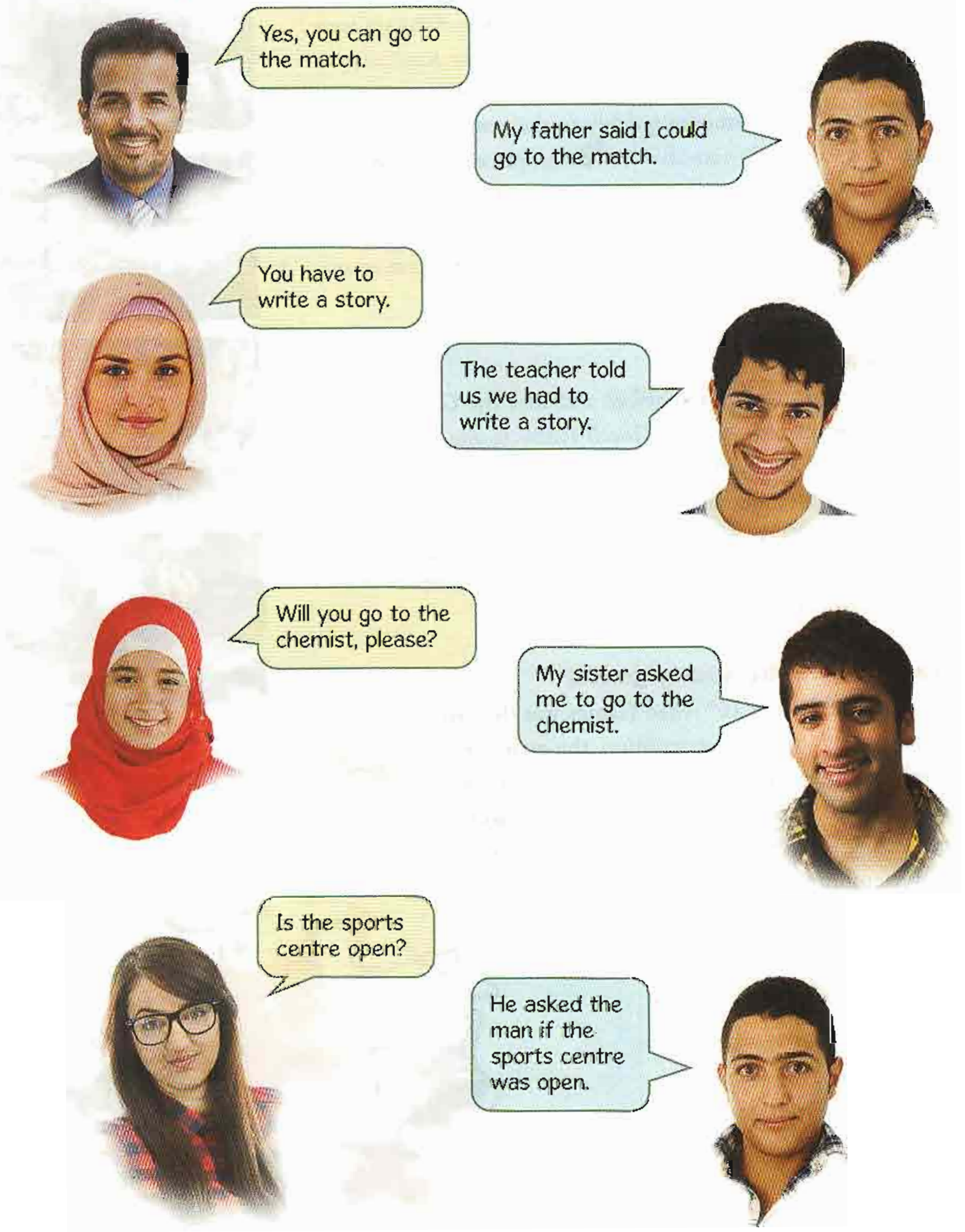
UNIT 6

Revision
AB 107–109

Round up

Here are some of the things you practised in Unit 6. Discuss each item with a partner. Take it in turns to give another example.

- Reporting what somebody said



Asking for, giving and responding to advice

Do you think I should start a new sport?

Yes, you should.

What do you think I should do to get fit?

You could go to a gym.

And you shouldn't eat so many sweets.

That's a good idea.

I know. I'll try.

Talking about possible events in the future

I may go to the swimming pool this afternoon.

We might not go to the party.

Using words with prefixes and suffixes

This problem is impossible to do.

The chemist was very helpful and gave me good advice.

Using punctuation to make your writing clear

What sports do you like?

I like football, basketball, swimming and tennis.

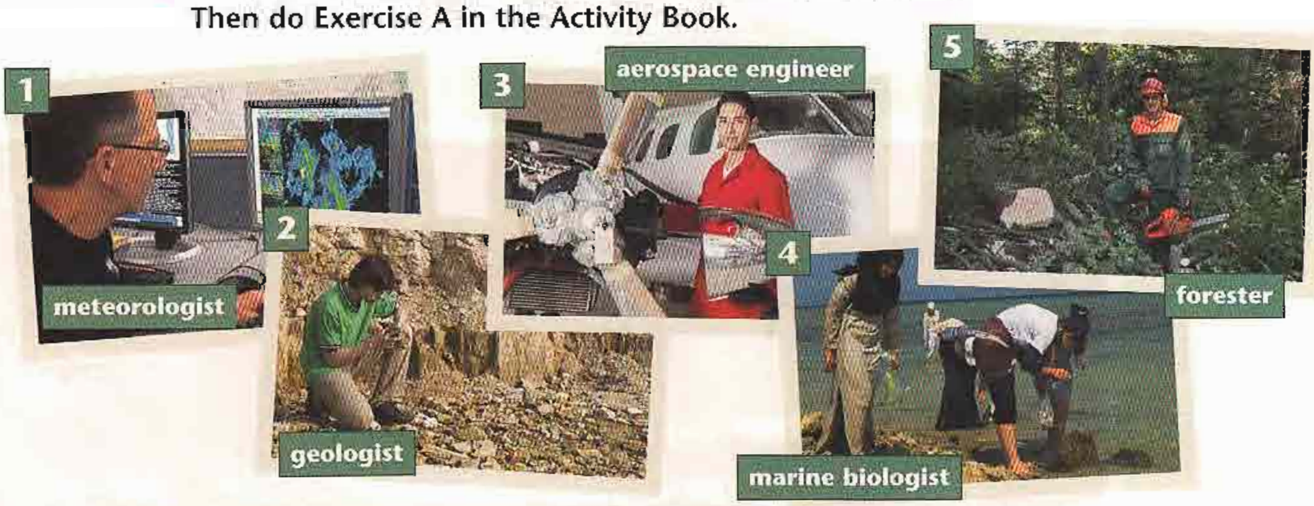
Test ✎ AB 109–112

UNIT 7

- Meet the scientists
- Winds
- A weather forecast
- Restoring the Garden of Eden
- From the Earth to the refinery
- A presentation
- A science report
- Round up

Meet the scientists

- **Match the texts and the pictures. Work out what the names of these jobs mean. Then do Exercise A in the Activity Book.**



A ☐ I study plants and animals that live in the sea. Sometimes I work in a laboratory, but today I'm working on the beach. I have a test tube to collect water samples in. I use these samples to see if the water is too polluted for fish and plant life. It is important to protect our oceans because fish is an important source of food in many countries. It is also important for people who don't eat fish. Some fish and marine plants may help us find cures for diseases like cancer one day.

B ☐ If you watch the weather forecast on TV, you probably know why my job is important. I can help you decide what to wear, or tell you if it is a good time to go to the beach. Sometimes the information I give people about the weather can save lives. Pilots need to know what the weather will be in order to fly their planes safely. Some parts of the world have severe storms. The people need to know when they are coming so that they can be prepared. I use different tools to help me predict the weather. This is a radar map. It shows where it is raining.

C ☐ I study the Earth. How does that help you every day? I work for a petroleum company. I help the company find petroleum in the Earth. We use petroleum to make different products such as petrol to drive your car, glasses to help you see better and even ink for the pens you write with. In fact, it is almost impossible to live today without using some products made from petroleum.

D ☐ My job is to help satellites get information from space and send it back to Earth. You may not know it, but things you use every day use satellite technology. Satellites can help you get television programmes from far away on your TV screen. They can also take pictures of the Earth and give us information about the weather or about pollution in the atmosphere.

E ☐ Forests are an important part of our world because they are home to thousands of plants and animals. Many of these plants release oxygen that we need in order to breathe. Some plants are important because we use them to make medicines. My job is to study forests in different parts of the world and see what we need to do to protect them for future generations.

- **How do these scientists help us? Discuss this question in groups. Then read what the scientists say and find out.**

- **Now do Exercises B and C in the Activity Book.**

Winds

UNIT 7
Lesson 2
AB 114/115

- Match the paragraphs with the questions in Exercise A in the Activity Book.

SCIENCE TODAY

A We can't see it, but we can feel it. Sometimes the wind is gentle and makes us feel cool on a hot day. It can be used to generate electricity. Sometimes it is so strong it can damage trees and buildings. Where does it come from?

B Wind is connected to changes in the temperature of the air. If the air is warm, it expands and rises. This leaves an area of low pressure near the Earth. If the air is cold, it contracts and sinks towards the Earth. This creates an area of high pressure near the Earth. Wind happens when air moves from areas of high pressure to areas of low pressure. If there is a big difference between the high- and the low-pressure areas, the winds are very strong.

C There are global winds – winds that blow all over the world. The sun heats some parts of the world more than others and creates areas of high and low pressure. Trade winds are an example of global winds. They blow from the subtropics to the equator. They are called trade winds because, in the past, sailors used them to move their sailboats when they wanted to trade.

D Some winds are local winds. They blow only in certain areas of the world. An example of a local wind is the Shamal, which blows in the Arabian Gulf. It blows in the summer only, especially in the afternoon, and decreases at night. This wind blows from the northeast and can cause sandstorms.

E In some parts of the world, dangerous storms called hurricanes happen at the end of the summer. If the air above the sea is very warm, the air pressure falls very rapidly over the warm sea and a hurricane forms. The winds increase in speed and they can cause terrible damage to people and buildings when they pass over land. Meteorologists use satellites to try to predict when a hurricane will form and where it will go so that they can warn people who live in the area.

- Now do Exercise B in the Activity Book.

- Read the Language box and find more examples. Then do Exercises C and D in the Activity Book.

Zero conditional Grammar and Functions Reference p.100

- Use it to talk about things that are always true, e.g., scientific facts.

If clause *main clause*
If the air **is** warm, it **expands** and rises.

UNIT 7
Lesson 3
AB 115/116

A weather forecast

- Read the weather forecast to check your answers to Exercises A and B in the Activity Book.

And now for our international weather forecast. Let's start with the Middle East. The weather will be typical for the season in Iraq and Saudi Arabia. In Iraq, the temperature will be 38 degrees, falling to 31 at night. In Saudi Arabia, there will be a high of 36 degrees and a low of 30. It will be sunny and clear in the entire area. If you live in Iraq, you may experience high winds on Wednesday, so watch out for sandstorms. In other parts of the region ...

Now on to Africa. If you are in Egypt, you will be very hot on Wednesday. Temperatures might be as high as 40 degrees and the lowest temperature will be 30. The skies will be cloudy, but there is no chance of rain. Check with us again tomorrow for more information. Algeria will have partly cloudy skies and high humidity. Temperatures will be 28 during the day and 22 at night. In East Africa ...

In the United Kingdom, most of the country will be pleasantly cool, with highs of 23 degrees and lows of 13 degrees. Skies will be cloudy. As you can see from my map, it's very stormy over the Atlantic. If this weather continues to move eastwards, western parts of England will have rain and high winds tomorrow evening. The rest of Europe ...

Finally, there is a hurricane warning for the southeast of the United States. As you know, September is the hurricane season because warm air over the ocean creates areas of very low pressure. If you live in the southeast of the US, you may want to check the forecast again this afternoon. We will be giving you new information as soon as we know more.

- Read the Language box and find examples in the text.

First conditional Grammar and Functions Reference pp.100/101

- Use the first conditional for events that are possible in the future if a condition is met.

If clause	*main clause*
present simple	*will/may/might* + infinitive

If you **study** hard, you **will** pass the test.

- Now do Exercise C in the Activity Book.

Restoring the Garden of Eden

UNIT 7
Lesson 4
AB 117–119

- **Look at the picture. What kind of place do you think this is? Read the letter quickly and find out. Then do Exercise A in the Activity Book.**

Dear Mona,

I'm having a great holiday with my family in the marshes, doing a lot of canoeing and fishing.

We are staying with a family in Al-Hammaar marshland. They know a lot about the places there. Yesterday, they talked about an amazing project called 'Restoring the Garden of Eden in the south of Iraq'. The marshes are known as the Garden of Eden and used to cover about 9000 km^2. They were part of Mesopotamia, which has been inhabited by the Sumerians from the dawn of civilization.

Over the centuries, the marshes have grown or shrunk depending on how much rain there has been. During the seasonal floods, water overflows the riverbanks and stops the marshes drying out. This area is one of the largest and most important wetlands in the world. It supports a wide range of plants and animals, and is a major stopping point for migrating birds. The marshes are also home to more than half a million people, a community thought to be the descendants of the Sumerians.

My holiday is a bit exhausting, because you have to row a canoe (mashhoof) to go from one house to another. The people are very generous and friendly, but they lack health care, education and drinking water. They live on fishing, shooting birds, raising buffaloes and growing rice. A few families breed cows and sheep. Buffaloes provide milk, butter, cheese and yoghurt. The people live in arched reed houses built on the waterside or on artificial islands of reeds, papyrus and mud.

I have learned a lot about wetlands, the environment and life in the marshes. I am sure that there are marsh plants that have not been studied yet, which may one day be made into medicines. I have also found out about how the marshes were dried out in the 1990s and how that badly affected the people and environment. A huge area was destroyed, but now experts are working hard to restore the damaged environment, and this encourages the animals and birds of the marshes to return. This will take a long time, but it's so important. Otherwise, we'll face real problems in the future.

Perhaps I'll write again before we come home. If not, I'll definitely call you as soon as possible.

Wishing you all the best,

Layla

- **Now do Exercises B and C in the Activity Book.**

Adverbs of certainty

Grammar and Functions Reference p.101

- *Definitely*, *probably* and *perhaps* are adverbs that say how sure you are.
- Find examples in the letter. Which one sounds … most sure? … least sure?

UNIT 7
Lesson 5
AB 120

From the Earth to the refinery

- **Match the pictures and the words. What are they for? Read the text and check your ideas. Then do Exercise A in the Activity Book.**

petrol station	refinery	pipeline	rock samples	derrick	radar map

Petroleum was formed millions of years ago. Animals and plants died and were covered by layers of mud and water. These layers put pressure on the remains of the animals and plants. The heat and pressure slowly changed them to petroleum.

Petroleum is not found everywhere. To find it, geologists examine rock samples from the Earth, or they use satellite images and radar maps. When petroleum has been found in an area, drilling takes place to find out if there is enough oil to make it worthwhile extracting. If there is enough, a well is drilled through the rock. It can be as deep as five kilometres. A derrick has to be built to hold the tools that are used by the workers and to hold the pipes that have to go into the well. When the oil is reached, it gushes up through the pipes.

When petroleum comes out of the ground, it is a thick, black liquid. It needs to be processed before it can be used. This takes place at a refinery. The oil is sent to the refinery by ship or through pipes. At the refinery, it is separated into different petroleum products.

Many different products are made from petroleum. You probably know that the petrol people put in their cars comes from petroleum. Did you know that everyday items such as crayons and bubble gum are made from petroleum? It is even used in complex equipment like artificial hearts that can help save lives. Some people worry that petroleum products damage the environment, but cleaner products are being developed by petroleum companies.

- **Read the Language box. Then do Exercises B to D in the Activity Book.**

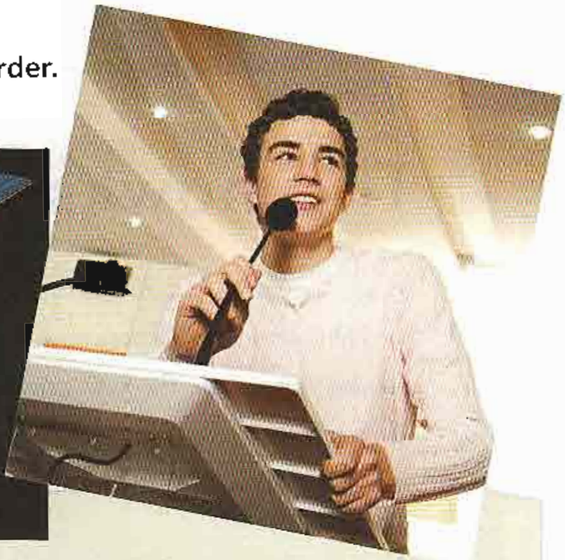
The passive Grammar and Functions Reference p.101

- Form the passive with the verb *be* + past participle.
  Petroleum was formed millions of years ago. (past simple passive)
- Use the passive when you don't know who performed the action, or when the action is more important than who did it.

Lesson 6 AB 121/122

A presentation

- Read Jaber's presentation and put the paragraphs in order. 77 Then listen and check your answers.



☐ **A** Right. Now let me tell you what is in a satellite. Satellites carry different equipment, depending on the job they have to do. Satellites that we use for telephone communication have radios that can receive and send conversations. Many satellites have cameras, so they can send pictures back to Earth. All satellites need a source of power. Most satellites have solar panels, which get energy from the sun. Take a look at this picture. The solar panels are the long parts that stick out of the body. The body of the satellite can be made of many things, such as metal or fibreglass. It has to be light and strong.

☐ **B** A satellite is something that revolves around a planet. That means that the moon is a satellite, but there are also thousands of man-made satellites in the sky. These satellites are launched into the sky by a rocket or the space shuttle. The path of a satellite around the Earth is called an orbit. The distance of the orbit from the Earth varies. Some satellites orbit the Earth from 480 km away. Others are really far – over 35,000 km away.

☐ **C** Now I'll talk about what satellites are used for. You may know that they help us receive television programmes and give meteorologists information they use in weather forecasts. But do you know that satellites can take pictures from the sky that are used to make maps? Some pictures can help scientists see environmental problems more clearly, for example, the destruction of rainforests. Without satellites, cars couldn't have a global positioning system, or 'GPS'. GPS is even better than a map. A map shows you where you want to go, but GPS also shows you where you are.

☐ **D** My presentation is about satellites. Satellites are a part of our everyday lives, but many people don't know what they are or what they're for. So, first I'll tell you what a satellite is. Then I'll talk about what is in a satellite. Finally, I'll talk about some of the different things that satellites are used for. If you have any questions, you can ask them at the end of my presentation.

☐ **E** Next time you watch your favourite TV programme, or plan to go for a picnic on a sunny day, remember, it may be thanks to a satellite! Now, do you have any questions?

UNIT 7
Lesson 9
AB 125/126

A science report

- Read the report and find the missing sentences in Exercise A in the Activity Book.

The hawksbill sea turtle

① ______________________ Its shell is a mixture of dark and light colours and its belly is white or yellow. Its colours help it hide from its enemies in the water. The turtle's name comes from the shape of its mouth, which looks a bit like the beak of a hawk. The hawksbill weighs about 60 kilograms and is about one metre long. The hawksbill sea turtle lives in the Atlantic, Pacific and Indian Oceans.

② ______________________ They eat sponges, jellyfish and other small sea animals and plants. The shape of their mouth helps them get food from between rocks or branches of coral. Although the turtles spend most of their time in the water, females come out to lay their eggs on the beach. When the babies hatch, they run straight into the water.

③ ______________________ Hunting them for their shells is now illegal. However, their habitat is being destroyed. When examining dead turtles, scientists have observed that some had rubbish in their stomachs. It appears that turtles think that pieces of plastic are food. They eat them and fall ill and die. These turtles are rare, and there are things we can do to help them survive. First of all, we must not pollute. We can also help scientists obtain information about these rare creatures by informing marine biologists if we see any sea turtles on the beach.

- Now do Exercise B in the Activity Book.
- Read the Language box. How is *however* different from *but* and *although*?

Contrasting information Grammar and Functions Reference p.101

- Use *however*, *although* and *but* to introduce contrasting or surprising information.
  Hunting for them is illegal. However, they are still endangered.
  Hunting for them is illegal. They are still endangered, however.
  These turtles are rare, but there are things we can do to help them survive.
  Although the turtles spend most of their time in the water, females come out to lay their eggs.

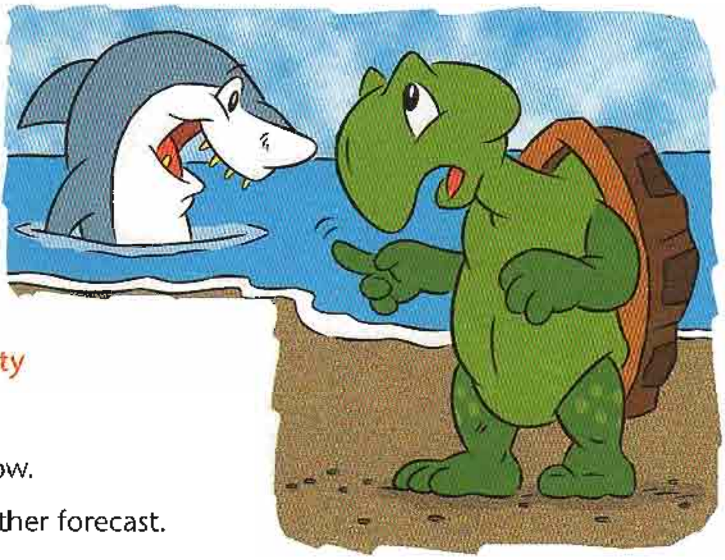
- Now do Exercises C and D in the Activity Book.

Lesson 10 ↳ AB 126

Round up

Here are some of the things you practised in Unit 7. Read each item with your partner. Take it in turns to give another example.

- Using the zero conditional to talk about things that are always true
  - If there isn't enough rain, plants die.
- Using the first conditional and *will, may, might* to express degrees of possibility in the future
  - I will write a report about the Arabian Sea if I find the information I need.
  - If you live in the south, you may want to check the forecast tomorrow.
  - If we throw rubbish into the sea, a sea turtle might eat it and die.
- Using the passive
  - Petroleum was formed millions of years ago.
  - Sea turtles have been protected since the 1970s.
  - Many more rainforest plants will be studied in the future.



- Talking about certainty and uncertainty
  - I'll definitely bring some sun cream.
  - I'll probably go to the beach tomorrow.
  - Perhaps you should listen to the weather forecast.
- Using formal vocabulary in reports
  - Scientists ~~saw~~ observed the turtles laying their eggs on the beach.
- Using words to link contrasting ideas
  - I stayed up late, but I couldn't finish my homework.
  - Although the desktop computer is cheaper, I want to buy a laptop.
  - It will be sunny in most of the UK. However, it may rain in London.

Test ↳ AB 128–130

UNIT 8

- GPS receivers
- Keeping fit in space
- What's the job for you?
- Would you like to go out?

UNIT 8
Lesson 1
AB 131–133

GPS receivers

- What do you know about GPS receivers? Which of these articles will give you information about them?
- Read this article and do Exercises A and B in the Activity Book.

GPS Helps Rescuers Find Hiker

An injured hiker was rescued in the Scottish Highlands yesterday. Rescuers found Paul Dupont, a hiker from France, thanks to his GPS receiver.

Paul was hiking in the hills near Aviemore when there was an unexpected snowstorm. He decided to turn back because he knew that it could be dangerous to be out in this area alone in bad weather, even in the autumn. 'The snow began to fall faster and thicker,' said Paul, 'and I couldn't see very far ahead.'

Paul continued walking. An experienced hiker, he was not very worried. Then, suddenly, he lost his footing. The next minute, he was sliding down a long hill and gathering speed. A rock eventually broke his fall. Paul tried to stand up. 'I screamed in pain,' he said, 'and fell down again. I knew I had broken my leg.'

Fortunately, Paul had a mobile phone in his pocket and he called the police. He told them he was hurt and unable to walk. 'But I didn't know where I was. It had become very cold,' he said, 'and I was afraid I was going to die.' However, Paul remembered that he had a GPS receiver in his rucksack. He used it to find where he was on a map and he was able to tell the police. Twenty minutes later, a mountain-rescue helicopter arrived to take him to hospital. 'I'm very lucky,' he told reporters. 'I'm alive, thanks to my GPS receiver.'

- **Read this text and find out how a GPS receiver works. Then do Exercises C and D in the Activity Book.**

How a GPS receiver works

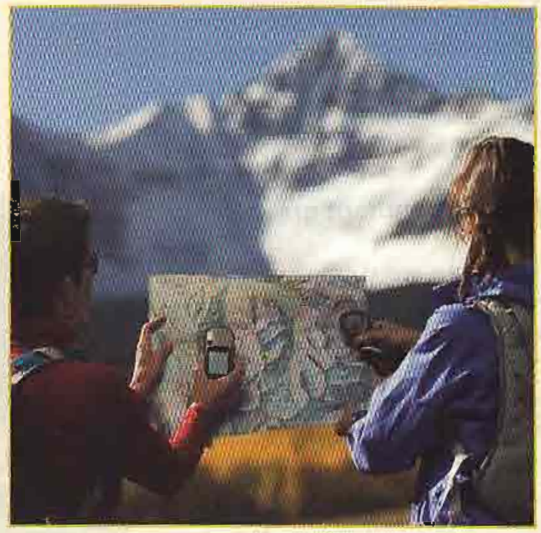
Most people know it is possible to buy a car with a Global Positioning System. What many people do not know is that you can also get a hand-held GPS receiver.

Fishermen use them to find where they are in the ocean, and many people who do outdoor sports such as hiking use them to avoid getting lost.

How do GPS receivers work? They are connected to a network of satellites. When you turn your GPS receiver on, it looks for at least four of the GPS satellites. Radio signals are sent from the satellites to the receiver. The receiver measures the time it takes for the signals to reach it. With this information, the receiver is able to measure how far it is from the satellites.

Once the receiver knows its distance from the satellites, it is able to find its position on Earth. When its position has been calculated, it is matched to a map the receiver has in its memory. Then you can look at the map and see exactly where you are.

GPS receivers are expensive, but many people who are outdoors a lot think they are worth the money.



- **Would you find a GPS receiver useful? Think of people other than those in the text who might use GPS receivers.**

UNIT 8
Lesson 2
AB 133–135

Keeping fit in space

- What problems do you think astronauts have staying fit in space? How do they stay healthy?
- Read the interview and check your ideas. Then do Exercises B to D in the Activity Book.

We all know that fitness is important. It's more important for some jobs than for others, and in some jobs it's a real challenge to keep fit. Our guest on today's programme is an astronaut. He's going to tell us what astronauts do to keep fit.

Using a rowing machine

First of all, could you tell us why it's important for an astronaut to keep fit?

Yes, of course. Actually, when we're in space, we don't need to be as strong and fit as when we're on Earth.

Why is that?

Because in space, there's no gravity, so moving takes very little effort. But we have to keep fit so that we're ready for emergencies, especially when the spaceship is returning to Earth. And of course we need to stay fit for when we're back on Earth. Although we don't need to be strong in space, we always need to be healthy.

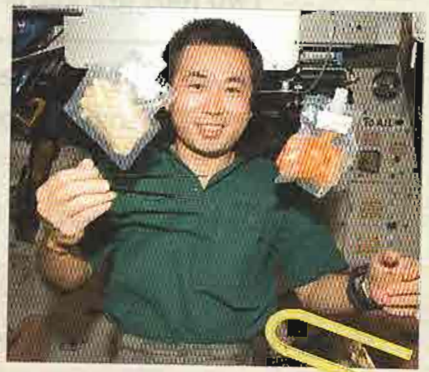
It must be fun to be in an environment without gravity.

It is, but it can be dangerous too. When we don't experience gravity, we don't need to use many of the muscles we use every day on Earth just to stand up and walk. When they're not used, the muscles of our legs, back and neck get smaller and weaker. Astronauts can lose up to 20% of their strength on a mission in space. This becomes a problem when we return to Earth. Another problem is with our bones. On Earth, activities like walking, running and climbing stairs help keep our bones healthy. But because there's no gravity in space, our bones can get weaker through lack of exercise. As a result, we can break our arms or legs more easily, and it takes longer for us to get better.

Monitored on a treadmill

Is there anything you can do to prevent that from happening?

Yes, we prevent this with exercise and a healthy diet. Astronauts on the International Space Station spend two and a half hours exercising every day. Since there's no gravity, we can't do many of the exercises we do on Earth, like lifting weights. And there's no place to walk or run. So we use special machines that use resistance to exercise our muscles.


Eating in space

What about your diet?

We need to eat foods that contain a lot of calcium to keep our bones healthy and strong. And we make sure we eat a balanced diet that gives us all the vitamins we need.

Does it taste terrible?

In the past it did. Now we have a variety of foods to choose from, even some sweets. The food has to be carefully prepared to stay good for a long time. Water is taken out of foods like soups, and oxygen is taken out of the packages. Most of all, the food has to be something that can be eaten in an environment without gravity. Salt and pepper are in a liquid form. If they were powder, they would fly around and get in our eyes, or damage our equipment.

An astronaut's meal pack

Do you have any other health or fitness problems in space?

Yes, a lot of astronauts have trouble sleeping. Most people sleep when it's dark and wake up when it's light. But days and nights in space are not the same as on Earth. We sometimes have to sleep close to other people and they can be noisy. Some of them snore! But sleep is very important for people to be able to work and think clearly. That's why many astronauts wear a mask over their eyes to protect them from the light, and earplugs to shut out the noise around them.

Fast asleep!

It sounds as if it isn't easy to stay healthy in space.

No, but it's important. Scientists and nutritionists are always studying the best ways to keep us fit. And what they learn helps all people, not just astronauts, because the more we learn about our bodies, the more we know about how to keep fit.

UNIT
8
Lesson 3
AB 135/136

What's the job for you?

- Match a job from the box with the interests in the column on the left. Two jobs are extra.

dentist	teacher	meteorologist	aerospace engineer
chemist	forester	marine biologist	geologist

- Use this magazine test to find out what job would suit you.

Are you wondering what's the right job for you? Here are some jobs you may not have thought of. Find your interests on the left and match them with a job on the right.

If ...	you might like to be a/an ...
you like travelling, you are interested in sea creatures, you are good at science,	....
you are interested in teeth, you like making people feel better, you know how to make people relax,	....
you are good at physics, you are interested in space, you want to work with new technologies,	....
you enjoy working outdoors, you care about the environment, you think trees are important,	....
you wonder what causes wind and rain, you want to help people, you always check the weather forecast,	....
you like helping solve people's problems, you are interested in health and medicines, you like talking to people,	....

- Now do Exercises A to C in the Activity Book.

Lesson 4 ↳ AB 137/138

Would you like to go out?

- **Read these questions. Where is Yousif going ... with Rashid? ... with Kamal?**
  (84) Now close your books and listen to two conversations to answer the questions. Then do Exercise A in the Activity Book.

Yousif: Hi, Rashid. How are you? I didn't see you at the match last week.

Rashid: I was studying for my Physics exam.

Yousif: When was it?

Rashid: Yesterday. I think I did really well.

Yousif: Great. And what are you doing today? Would you like to go to the beach?

Rashid: I'm afraid I can't. I have to go to the dentist this afternoon.

Yousif: How about tomorrow? I'll pick you up if you want.

Rashid: Thanks, that'd be nice.

Yousif: I'll pick you up tomorrow morning then.

Rashid: Great!

Kamal: Hello. Kamal here.

Yousif: Hi, Kamal. Listen. I'm going to the beach with Rashid tomorrow. Would you like to come?

Kamal: I'm afraid I can't. I'll be visiting my grandparents all day. Let's go today.

Yousif: I asked Rashid if he could go today, but he said he couldn't. He told me he had to go to the dentist.

Kamal: Oh, right. Well, do you want to go to the cinema tonight?

Yousif: I'd love to. What do you want to see?

Kamal: There's a comedy showing at 6.00. My brother saw it and said it was incredibly funny.

Yousif: That sounds great.

Kamal: OK. Shall I pick you up?

Yousif: No, thanks. I'm not sure I'll be home. I might go to the library first.

Kamal: All right. I'll see you outside the cinema.

Yousif: Fine. Bye.

- **Work with two partners. Practise the conversations. Then do Exercises B and C in the Activity Book.**

Lesson 6 AB 140–143

Grammar and Functions Reference

UNIT 1

• Present simple (*page 7*)

Form

Regular verbs

	+	–
I/You	work	do not work
He/She/It	works	does not work
We/You/They	work	do not work

Question

Do	I/you	work?
Does	he/she/it	work?
Do	we/you/they	work?

To be

	+	–
I	am	am not
You	are	are not
He/She/It	is	is not
We/You/They	are	are not

Question

Am	I?
Are	you?
Is	he/she/it?
Are	we/you/they?

Use

Use the present simple to talk about facts and habits.

- *I'm a student.*
- *The university isn't far from my house.*
- *Are you Iraqi? Yes, I am.*
- *When is the library open?*
- *I sometimes practise English with my friends.*
- *We don't go to the self-access centre every day.*
- *Do you like English? Yes, I do.*
- *How do you learn vocabulary?*

• Present continuous (*page 8*)

Form

Make the present continuous with *am/are/is* + *present participle*.

	+	–
I	am working	am not working
You	are working	are not working
He/She/It	is working	is not working
We/You/They	are working	are not working

Question

Am	I	working?
Are	you	working?
Is	he/she/it	working?
Are	we/you/they	working?

Use

Use the present continuous to talk about something happening now or around now.

- *We are studying the rainforest in school at the moment.*
- *It's not raining now.*
- *What are you writing your report about?*

Use the present continuous to talk about changing situations.

- *The number of people who have computers is going up.*
- *Mobile phones aren't getting more expensive. Prices are going down!*
- *Is your English getting better? Yes, it is.*

Use the present continuous to talk about planned future events.

- *We are having dinner with my uncle at 8.00.*
- *What are you doing at the weekend?*

❗ You can't use the present continuous with some verbs. For example: *be, like, know, see, understand.*

- *Do you understand the problem now?*
- *I see him. He is over there.*

Indirect questions (*page 10*)

Form

Indirect questions start with a polite phrase.

- *Could you tell me where the dictionaries are?*
- *Can you tell me if you are open tomorrow?*

The verb in an indirect question doesn't have the same form as in a direct question. It is like an affirmative sentence:
Direct question: *How much does it cost?*
Indirect question: *Can you tell me how much it costs?*

If a question can be answered *yes* or *no*, use *if* in the indirect question.
Direct question:

- *Do you have language software?*
- *Is it time to go?*

Indirect question:

- *Can you tell me if you have language software?*
- *Could you tell me if it's time to go?*

Use

Use indirect questions when you don't know someone well, or you want to be very polite.

UNIT 2

Comparative adjectives

Form

Add *r* to adjectives with one syllable ending in *e*.

Double the consonant of some adjectives before adding *er*. For example, *fat, hot, wet*.

Change *y* to *i* before adding *er* to adjectives with more than one syllable ending in *y*.

one syllable	hard big nice	harder bigger nicer
more than one syllable ending in *y*	happy	happier
other adjectives with more than one syllable	interesting	more interesting
exceptions	good bad	better worse

Use

Use a comparative adjective + *than* to compare two things.

- *My school is bigger than your school.*
- *Running is easier than skateboarding.*
- *Computers are more expensive than mobile phones.*

Superlative adjectives

Form

one syllable	hard big nice	the hardest the biggest the nicest
more than one syllable ending in *y*	happy	the happiest
other adjectives with more than one syllable	interesting	the most interesting
exceptions	good bad	the best the worst

Use

Use *the* + superlative adjective when you are talking about more than two things.

- *The Amazon is the longest river in South America.*
- *The polar bear is the heaviest bear.*
- *That was the most difficult exam I have ever taken.*

• Other comparisons *(page 17)*

Use *as* + adjective + *as* to say two things are the same.

- *Geography is as interesting as Physics.*

Use *not as* + adjective + *as* to say two things are different.

- *My brother is not as tall as my father.*

Use *both ... and ...* + plural verb to say something is the same for two people, places or things.

- *Both Tamara and Sara are in Year 10.*
  (Tamara is in Year 10 and Sara is in Year 10.)

Use *neither ... nor ...* + singular verb to say something is not true for two people, places or things.

- *Neither Hamad nor Rashid likes Physics.*
  (Hamad doesn't like Physics and Rashid doesn't like Physics.)

• Past simple *(page 22)*

Form

Regular verbs

	+	–
I/You/He She/It/We You/They	played	did not play

Question

Did I/you/he/she/it/we ... play?

To be

	+	–
I	was	was not
You	were	were not
He/She/It	was	was not
We/You/They	were	were not

Question

Was	I?
Were	you?
Was	he/she/it?
Were	we/you/they?

! Some verbs have irregular past simple forms:

- *go* ⇨ *went*
- *see* ⇨ *saw*
- *have* ⇨ *had*
- *do* ⇨ *did*

See page 100 for more irregular verbs.

Use

Use the past simple to talk about something that happened in the past and is finished.

- *I helped my father yesterday.*
- *When I was little I had a dog.*
- *She studied a lot for the exam and got a good mark.*

• Past continuous *(page 22)*

Form

Make the past continuous with *was/were* + present participle.

	+	–	
I	was	was not	sleeping
You	were	were not	sleeping
He/She/It	was	was not	sleeping
We/You/They	were	were not	sleeping

Question

Was I sleeping?
Were you sleeping?
Was he/she/it sleeping?
Were we/you/they sleeping?

Use

Use the past continuous to talk about something that was happening at a certain time.

- *What were you doing at 7.00?*

Use the past continuous to talk about something that was already happening when another action happened.

- *I was reading a book when the doorbell rang.*
- *I wasn't sleeping when you called.*

• Past perfect simple *(page 23)*

Form

Make the past perfect simple with *had* + past participle.

Regular verbs

	+	–
I/You/He She/It/We You/They	had worked	had not worked

Question

Had I/you/he/she/it/we ... worked?

! Some verbs have irregular past participle forms:

- *be* ⇨ *been*
- *do* ⇨ *done*
- *go* ⇨ *gone*
- *have* ⇨ *had*

See page 100 for more irregular past participles.

Use

Use the past perfect simple to talk about an action in the past that happened before another action in the past. The first action is sometimes the cause of the second action.

- *She was late for dinner because she had missed the bus.*
  (First she missed the bus, then she was late for dinner.)

Use the past perfect simple when the first action finished before the second one happened.

- *When Sami got home, his brother had left.*
  (Sami's brother was not at home when Sami arrived.)

• Past perfect continuous *(page 23)*

Form

Make the past perfect continuous with *had been* + present participle.

	+	–
I/You/He She/It/We You/They	had been reading	had not been reading

Question

Had I/you/he/she/it/we ... been reading?

Use

Use the past perfect continuous to talk about an action that happened before another action when the first action takes a long time and/or is not finished.

- *Mary was very tired when she got home because she had been shopping all morning.*
  (First Mary shopped, then she was very tired. Shopping took a long time.)
- *John hadn't been listening to the teacher so he didn't hear the homework assignment.*
- *Had they been waiting long when the bus arrived?*

UNIT 3

• Present perfect simple *(page 29)*

Form

Make the present perfect with *have/has* + past participle.

	+	–	
I/You He/She/It We/You/They	have has have	have not has not have not	finished finished finished

Question

Have I/you finished? Has he/she/it finished? Have we/you/they finished?

Use

Use the present perfect simple when you want to show the effect of a past action on the present.

- *He has left the school.*
  (He is no longer at the school.)
- *He hasn't studied for the exam.*
  (He probably won't get a good mark.)

Use the present perfect simple with *for* or *since* to talk about something that started in the past and is still true.

- *He has lived here for five years.*
  (He still lives here.)

Use the present perfect simple to talk about something that has happened recently.

- *Sue has a tan. Has she just come back from her holiday?*

❗ When we say exactly when something happened, we use the past simple, not the present perfect.

- *We came back from our holiday yesterday.*

• Ever/never *(page 29)*

Use

Use *ever* and *never* to ask a question or make a negative sentence about any time in the past.

- *Have you ever travelled by plane?*
  (Have you travelled by plane at any time in your life?)
- *He has never left Basra.*
  (He has lived in Basra all his life.)

Form

Use the present perfect with *ever* and *never*. Put *ever* or *never* before the past participle.

- *Have you ever been to Egypt?*
- *He has never seen the Pyramids.*

• Yet *(page 29)*

Use

Use *yet* to make a negative sentence or a question when you think it is possible something has happened or will happen soon.

- *He has come back to Karbala, but we haven't seen him yet.*
  (We will probably see him soon.)
- *Has Nadia finished her homework yet?*
  (It's very possible that Nadia has finished her homework.)

Form

Use the present perfect with *yet*. Always put *yet* at the end of the sentence or question.

- *They haven't taken the boat ride yet.*
- *Have you picked up the brochures yet?*

• Already *(page 29)*

Use

Use *already* to make a positive sentence or a question about something that you didn't think had happened or would happen soon.

- *Ramzi has already come home.*
  (We thought he would come home later.)
- *Has the film started already?*
  (I thought it would start later.)

Form

Use the present perfect with *already*. Put *already* before the past participle or at the end of the sentence.

- *I've already made a reservation.*
  or
  I've made a reservation already.
- *Have you already packed your suitcase?*
  or
  Have you packed your suitcase already?

• Articles *(page 30)*

Indefinite article *a/an*

Use *a* or *an* when you are talking about something for the first time.

- *There is a train to London at five o'clock.*
- *There is an apple on the table.*

Use *a* with words that begin with a consonant, *an* with words that begin with a vowel.

- *a ticket*
- *an umbrella*
- *a reservation*
- *an exam*

Definite article *the*

Use *the* when you are talking about something that you have already talked about or if there is only one.

- *Is there a restaurant car on the train?*
- *The president is giving a speech tonight.*

Use *the* with countries which have more than one state.

- *the United Arab Emirates*
- *the United States*

Use *the* with names of rivers, mountains, seas, oceans, island groups, deserts, hotels and museums.

- *the Nile*
- *the Philippines*
- *the Alps*
- *the Sahara*
- *the Red Sea*
- *the Hilton*
- *the Pacific Ocean*
- *the National Museum of Iraq*

Do not use an article with the names of most countries, cities, continents, streets or lakes.

- *Egypt*
- *Europe*
- *Lake Victoria*
- *Rome*
- *Bond Street*

Prepositions *at, on, in*

Use *at* with times.

- *I get up at 7.00.*

Use *at* in some fixed expressions.

- *Noora isn't here, she's at school.*
- *My father is at work so he can't help me with my homework now.*
- *What are you doing at the weekend?*

Use *on* with days of the week

- *The self-access centre isn't open on Fridays.*

Use *in* with months of the year and with some times of the day.

- *My brother was born in December.*
- *I have Maths in the morning.*
- *He goes to the library in the afternoon.*

Use *at* with *night.*

- *There is a sound and light show at night.*

Use *in* with some fixed expressions.

- *I was in hospital for three days when I broke my leg.*

• Present perfect continuous *(page 36)*

Form

Make the present perfect continuous with *have/has been* + present participle.

	+	–	
I/You	have	have not	been studying
He/She	has	has not	been studying
We/You/They	have	have not	been studying

Question

Have I/you been studying?
Has he/she been studying?
Have we/you/they been studying?

Use

Use the present perfect continuous when you want to describe an action that started in the past which hasn't finished and/or took a long time.

- *I have been working here for three years.*
- *Have you been studying English for long?*
- *I have been waiting for an hour.*

Use the present perfect continuous to say what you have been doing.

- *Since I arrived in Rome, I have been visiting museums every day.*
- *Have you been cooking? It smells good.*

UNIT 5

• Invitations, offers and promises *(page 49)*

Use questions with *Would like* + *to* + infinitive to give invitations.

- *Would you like to come?*

Use questions with *Shall* + infinitive and positive statements with *will* + infinitive to make offers.

- *Shall I buy the cinema tickets?*
- *I will / 'll buy the cinema tickets.*

Use *will* + infinitive to make promises.

- *I'll / will do it tomorrow.*
- *We won't forget to pick you up.*

• Future simple *(page 50)*

Form

Make the future simple with *will* + infinitive.

	+	–	
I/You He/She/It We/You/They	will	will not (won't)	do it.

Question

Will	I/you/he/she/it/we	do it?

Use

Use the future simple to say what you think or hope will happen.

- *Our team will win the match.*

Use the future simple to make a promise.

- *I'll buy you a mobile phone for your birthday.*

Use the future simple to say what you have just decided to do.

- *Oh, there isn't any more milk! I'll buy some this afternoon.*

• Get/Have something done *(page 51)*

Form

get/have	object	past participle
I got He had	my hair the gift	cut yesterday. sent to his friend.

Use

Use this form when someone does something for you or to you.

- *I am having the windows washed this afternoon.* (I am paying someone to wash the windows for me.)
- *He had his bicycle stolen yesterday.* (A thief stole his bicycle.)
- *They got the mobile phone fixed at the shop.* (Someone at the shop fixed the mobile phone for them.)
- *The students got their report cards signed by their parents.*
  (The parents signed the report cards for their children.)

• Determiners *(page 52)*

Determiners give you more information about the noun. They go before the noun they modify.

Compare

- *All students at my school study French.* (Every student in the school studies French.)
- *Few students at my school study French.* (Not many students study French.)
- *Some mobile phones in this shop are expensive.* (You can buy an expensive or a cheap mobile phone in this shop.)
- *Both mobile phones in the shop are expensive.* (There are two mobile phones in the shop. They are expensive.)

• Future continuous *(page 53)*

Form

Make the future continuous with *will/won't* + *be* + present participle.

	+	–	
I/You He/She/It We/You/They	will	will not (won't)	be going.

Question

Will	I/you he/she/it we/you/they	be going?

Use

Use the future continuous to talk about something that will be happening at a specified time in the future.

- *At six o'clock, I will be eating dinner. Can you call me at seven?*
- *A lot of people will be coming to Mosul next week for the festival.*

Use the future continuous to talk about an activity that is already planned.

- *My mother-in-law will be visiting us in May.*
- *Will you be going to your grandparents' house this summer?*

• Verb + *to* + infinitive *(page 56)*

Some verbs are usually followed by *to* + infinitive. Here are some common verbs that follow this pattern.

refuse	agree	offer	want	decide	promise
learn	remember	forget			

- *Dad refused to tell me what my present was.*
- *Did you offer to pick him up at the station?*
- *Hasan and Batool want to get married in the spring.*
- *It was too hot to play football, so we decided to go to the cinema.*
- *Mum agreed to drive me to the mall.*
- *Ahmed is learning to blow glass like his father.*
- *Dana promised to bake a cake for the party.*
- *I remembered to send the invitations, but I forgot to buy the flowers.*

Some of these verbs can also be followed by nouns and noun phrases.

- *She remembered / forgot my name.*
- *We wanted a cold drink after our long walk.*
- *My brother learned Spanish quickly.*
- *My friend refused the money that I offered her.*

UNIT 6

• Reported speech *(page 63)*

Use

Use reported speech to tell another person what somebody said.

Form

Introduce reported statements with *tell* or *say*. Introduce reported questions with *ask*. These reporting verbs are always followed by an object – a noun or a pronoun.

Reported statements

- Ali: 'I am tired.'
  Ali said (that) he was tired.
- Mum: 'It's time to get up, Bilal!'
  Mum told Bilal (that) it was time to get up.

! 'that' can be left out.

Change the tense of some, but not all verbs:

direct speech	reported speech
present simple	past simple
can should could	could should could

- Khalid: 'I don't want to go to bed.'
  Khalid said he didn't want to go to bed.
- Dad: 'Faisal can go with you.'
  Dad told us Faisal could go with us.
- Mum: 'You should eat more fruit.'
  Mum said I should eat more fruit.
- Sara: 'I couldn't sleep last night.'
  Sara said she couldn't sleep last night.

Change the pronouns.

- I > he or she
- we > they
- me > him or her
- us > them

Reported questions

They become statements when they are reported.

- Marwa: 'What time is it?'
  Marwa asked me what time it was.

Use *if* in yes/no questions.

- Students: 'Is Abdulla ill?'
  They asked me if Abdulla was ill.

• Modal verb + infinitive *(page 65)*

Form

	+	–	
I/You He/She/It We/You/They	should	should not (shouldn't)	go.

	+	
I/You He/She/It We/You/They	ought to	go.

	+	
I/You He/She/It We/You/They	could	go.

Question

Should	I/you he/she/it we/you/they	go?

Use

Use *should/shouldn't, ought to* and *could* to give advice.

- *You should wear a hat in the sun.*
- *We ought to do some work before going out.*
- *You shouldn't go to school today.*
- *You could try these pills. They may help.*

Use *should* to ask for advice.

- *Should I bring my umbrella?*

Note: *could* is not as strong as *should* or *ought to*.

Affixes: Prefixes and suffixes *(page 68)*

Form

Prefixes are added to the beginning of words.

- *impatient*

Suffixes are added to the end of words.

- pain*ful*

Use

Affixes are added to words to make new words. If you know what the affix means, you can guess the meaning of the new word.

Here are some common prefixes:

	meaning	example
im~	not	imperfect
de~	the opposite of	deform
re~	again	refill

Here are some common suffixes:

	meaning	example
~less	without	worthless
~ful	full of	joyful

- *I am impatient to go on holiday.*
- *This toy is worthless. It broke as soon as Fuad started playing with it.*

May and *might* *(page 69)*

Form

	+	–	
I/You He/She/It We/You/They	might may	might not may not	go.

Question

Might	I/you he/she/it we/you/they	go?

Use

Use *may/might* + infinitive to talk about possible events in the future.

- *The ocean may be less polluted in ten years.*
- *We might find a cure for heart disease one day.*
- *Might he come for dinner tomorrow?*

! You can also use *Do you think ... will* to ask about possible events.

- *Do you think people will recycle their rubbish in the future?*

UNIT 7

Zero conditional *(page 77)*

Form

A zero conditional sentence has two clauses: a clause with *if* and a main clause. Use a comma to separate the clauses when you put the *if* clause first.

if clause	main clause
If + present simple,	present simple

- *If you heat water to 100 degrees, it boils.*
- *Water freezes if the temperature falls to 0 degrees.*

Use

Use zero conditional sentences to talk about things that are always true, such as scientific facts.

First conditional *(page 78)*

Form

A first conditional sentence has two clauses: a clause with *if* and a main clause. Use a comma to separate the clauses when you put the *if* clause first.

if clause	main clause
If + present simple,	*will/may/might* + infinitive

- *If it is sunny, we will go to the beach.*
- *I will watch the weather forecast if I have time.*

Use

Use the first conditional for events that are possible in the future if the condition is met. Use *will* when you think the possibility is high, *may/might* when you think it is lower.

- *If it is cold, I will wear a jacket.*
- *If you watch this documentary, you may learn something new.*
- *You might catch the bus if you leave right away.*

Adverbs of certainty *(page 79)*

Perhaps
Use *perhaps* to say that you think something is possible but not certain. Put *perhaps* at the beginning of a sentence.

- *Perhaps we will see each other during the holidays.*

Probably
Use *probably* to say that you think something is likely. Put *probably* after the verb *to be* and auxiliary verbs, but before simple tenses of most verbs.

- *He is probably very tired from all that walking.*
- *We will probably visit the marshes when we are in the south of Iraq.*
- *Layla probably learned a lot on her trip.*

Definitely
Use *definitely* to say that you think something is sure. Put *definitely* after the verb *to be* and auxiliary verbs, but before simple tenses of most verbs.

- *I tried to call Muna twice. She is definitely not at home.*
- *I will definitely call you as soon as I get back.*
- *He definitely wants to come with us.*

The passive *(page 80)*

Form

Form the passive with the verb *to be* + past participle.

Present simple	am/are/is	
Present continuous	am/are/is + being	
Past simple	was/were	helped
Present perfect simple	have/has + been	
Future simple	will + be	

Use

Use the passive when you don't know who performed the action, or when the action is more important than who did it.

- *This map is too old. It was made in 1990.* (The date the map was made is important, but the person who made it is not.)
- *My tools have been stolen.* (We don't know who stole them.)

Use *by* when you want to say who did the action.

- *Our petroleum products are bought by many countries.*

Contrasting information with *however, although* and *but* *(page 82)*

Use

Use *however, although* and *but* to introduce or link contrasting or surprising information.

Put *however* at the beginning or the end of a sentence that contrasts with the sentence before it.

- *Turtles live in many parts of the ocean. However, they are endangered.*
- *Turtles live in many parts of the ocean. They are endangered, however.*

Put *but* in the middle of a sentence, to introduce a contrasting idea.

- *Turtles were once hunted for their shells, but hunting them is now illegal.*

Put *although* at the beginning or in the middle of a sentence when the other clause contains surprising information.

- *Although the baby turtles have just hatched, they know how to find the ocean.*
- *The baby turtles know how to find the ocean, although they have just hatched.*

Phonemic alphabet

Vowels	
iː	be
ɪ	fish
e	ten
æ	cat
ɑː	hard
ɒ	hot
ɔː	horse
ʊ	put
uː	shoe
ʌ	cup
ɜː	bird
ə	about
eɪ	train
əʊ	go
aɪ	time
aʊ	now
ɔɪ	toy
ɪə	hear
eə	chair
ʊə	tourist

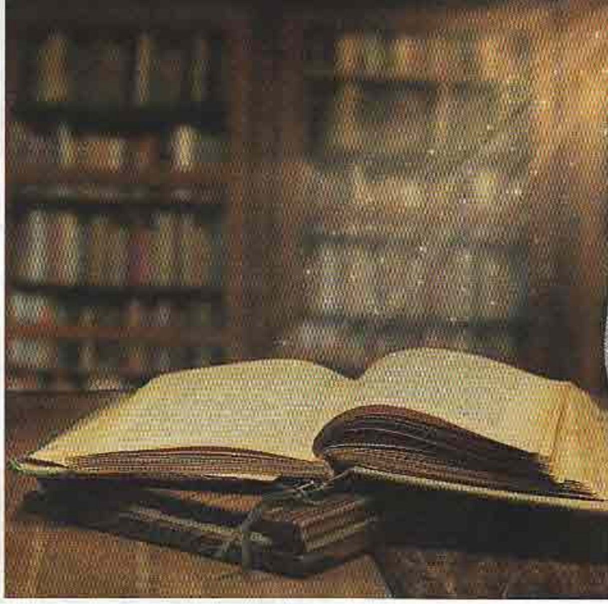
Consonants	
p	pen
b	bad
t	take
d	dog
k	can
g	girl
tʃ	chip
dʒ	juice
f	foot
v	visit
θ	thin
ð	the
s	software
z	zoo
ʃ	she
ʒ	television
h	hot
m	man
n	no
ŋ	thing
l	leg
r	run
j	you
w	water

Some irregular verbs

Infinitive	Past simple	Past participle
be	was/were	been
become	became	become
bring	brought	brought
buy	bought	bought
come	came	come
do	did	done
eat	ate	eaten
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
know	knew	known
leave	left	left
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
pay	paid	paid
put	put	put
read	read	read
run	ran	run
say	said	said
see	saw	seen
speak	spoke	spoken
swim	swam	swum
take	took	taken
think	thought	thought
write	wrote	written

Literature Focus

Literature Focus



Why read literature?

1 Before you read, try to answer the question. Do you read literature? Why/Why not?

2 Read the following well-known quotations carefully.

① **F. Scott Fitzgerald**
'That is part of the beauty of all literature. You discover that your *longings** are universal longings, that you're not lonely and *isolated** from anyone. You belong.'

② **Maya Angelou**
'When I look back, I am so impressed again with the life-giving power of literature. If I were a young person today, trying to gain a sense of myself in the world, I would do that again by reading, just as I did when I was young.'

③ **Roald Dahl, in *Matilda***
'The books transported her into new worlds and introduced her to amazing people who lived exciting lives. She went on *olden-day** sailing ships with Joseph Conrad. She went to Africa with Ernest Hemingway and to India with Rudyard Kipling. She travelled all over the world while still sitting in her little room in an English village.'

④ **Carl Sagan, in *Cosmos***
'[When you read ...] you're inside the mind of another person, maybe somebody dead for thousands of years. Across the *millennia**, an author is speaking clearly and silently inside your head, directly to you.'

⑤ **C. S. Lewis**
'Literature adds to reality, it does not simply describe it.'

⑥ **Laurie Anderson**

'Literature is the safe and traditional *vehicle** through which we learn about the world and pass on values from one *generation** to the next.'

⑦ **John Keats**

'A thing of beauty is a joy forever.'

Use the Glossary to help you understand some words in quotations 1–7 and in statements a)–e).

Glossary

longings	strong feelings of wanting something; hopes
isolated	on your own; far away from other people
olden-day	from a time in the past
millennia	thousands of years
vehicle	way, means of passing something on
generation	stage in a family, e.g., from when children are born until they become adults
empathize	understand another person's thoughts, feelings, experiences
perspective	way of thinking about something
look beyond	see further than
limitations	limits, restrictions
transform	totally change

3 Read the statements below and try to match each quotation with one or more statements.

a) There is new evidence that people who read fiction and poetry are better at understanding other people. They find it easier to *empathize** with other people and view the world from their *perspective**.

b) Some people believe that reading literature makes us cleverer. It gives us knowledge, but it also makes us think more deeply.

c) Reading poems, novels and short stories takes us out of ourselves. It makes us *look beyond** the *limitations** of our gender, age, nationality, religion, social status, etc. We see through other eyes.

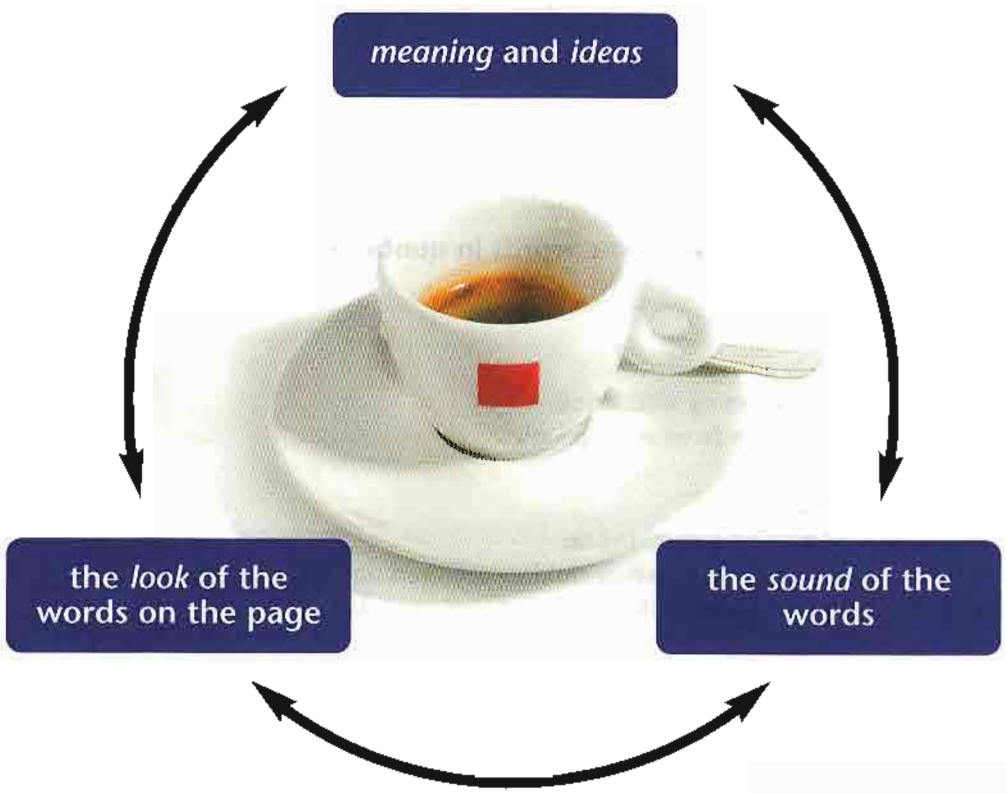
d) Literature can change the way we think about life. It can *transform** our attitudes and expectations.

e) Reading literature brings us pleasure, even joy.

4 Discuss the ideas you've just read. Which do you agree with? Are there any you disagree with? Do you have any new ideas to add to the discussion?

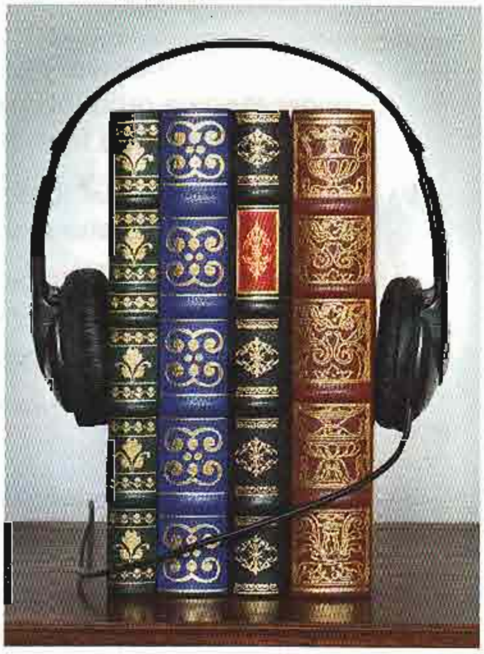
What is poetry?

If all literature is good coffee, poetry is an espresso. What makes poetry special is its concentration. Like all forms of literature, poetry is a mixture of the three things shown below; the difference is, poetry mixes these three things very carefully in fewer words.



When poems are performed in front of an audience, the look of the words on the page does not matter. It is only since the invention of the printing press that this aspect of poetry has become so important. In modern poetry, however, this visual aspect is understood to be very significant.

In both old and modern poems, heard or read, the musical quality of the words is perhaps what makes poetry so special. Like a song sung by an opera singer, a pop musician or rap artist, poems use rhythm and rhyme. Sometimes the rhythm is very strong and clear – like the beat in rap or rock music; sometimes it flows more freely. Sometimes, too, the rhyme is obvious – each line rhymes; sometimes the lines do not rhyme, but there are rhymes to be found within individual phrases.



Both the look and the sound of a poem affect our understanding of a poem's meaning. Sometimes a poem will express a completely original idea. More often, however, a poem will express a common idea, thought or feeling … but in an original way.

When we analyze a poem, we can look out for a large number of ways a poet uses the visual and musical qualities of words. These are some of the most important tools of the poet:

Imagery:	An **image** is a picture created in the mind of the reader/listener by part of the poem. A **motif** is an image that is repeated throughout a poem (or novel, play, etc.)
Metaphor:	A **metaphor** compares two things that are not usually thought to be the same, e.g., *My spirit is a bird.* A **simile** is a type of metaphor, which always uses comparing words 'like' or 'as', e.g., *His mind is* ***like*** *an open book.*
Personification:	**Personification** is when something is described as though it is alive, often as though it is human, e.g., *The flowers danced in the wind.*
Word-sounds:	**Alliteration** is when the same letter or sound is repeated at the beginning of, or within, several words within a phrase. We call this **consonance** when consonants are repeated, **assonance** when vowels are repeated and **sibilance** when 's' is repeated, creating a hissing sound. These can be quite hard for language-learners to spot, but sometimes they are clear, e.g., *The snake slithers across the sands.*
Poetic form:	There are many types of **poetic form**, in which poems follow a set structure of lines, stanzas (verses) and even beats within each line. Examples are the sonnet, the lyric, the epic. Other poems are called **free verse**, because they do not follow one of these set patterns.

Alfred Lord Tennyson

Extract from *The Lady of Shalott* (1832)

On either side the river lie
Long fields of *barley** and of *rye**,
That *clothe** the *wold** and meet the sky;
And through the field the road runs by
To many-towered Camelot;
And up and down the people go,
*Gazing** where the lilies *blow**
Round an island there below,
The island of Shalott.

*Willows** whiten, *aspens** *quiver**,
Little breezes *dusk and shiver**
Through the wave that runs forever
By the island in the river
Flowing down to Camelot.
Four grey walls, and four grey towers,
Overlook a space of flowers,
And the silent *isle** *imbowers**
The Lady of Shalott.
[...]

There she *weaves** by night and day
A magic *web** with colours *gay**.
She has heard a whisper say,
A curse is on her if she stay
To look down to Camelot.
She knows not what the *curse** may be,
And so she weaveth steadily,
And little other care hath she,
The Lady of Shalott.
[...]

Painting *The Lady of Shalott*
by John William Waterhouse

Alfred Lord Tennyson

- One of the most famous and well-loved Victorian poets (poets writing during the long reign of Queen Victoria).
- Born 6th August 1809, in Lincolnshire, England.
- The fourth of 12 children, in an unhappy family.
- Showed an early talent for writing; at the age of 12, wrote a 6,000-line epic poem.
- Educated at Trinity College, Cambridge.
- Famous poems include: *In Memoriam, The Lady of Shalott, The Charge of the Light Brigade.*
- Died in 1892 and was buried in Poets' Corner in Westminster Abbey.

Glossary

barley and *rye*	types of grain, similar to wheat or corn
clothe	dress somebody or something
wold	area of high, open land
gazing	looking
blow	old word for bloom, show flowers
willows, aspens	types of tree common in England
quiver, dusk and shiver	shake slightly, tremble
isle	old word for island
imbowers	holds in a bower (a bower is a pretty area shaded by flowers or trees)
weaves	makes cloth, by crossing threads together
web	pattern, like a spider's web
gay	old word for bright, colourful
curse	magic words that harm people

barley

rye

willows

aspens

1 Read the poem aloud. Read it to your partner. What do you notice about the **rhythm** – the beat of the poem? What is the effect?

2 How is rhyme used in *The Lady of Shalott*? Use different colours to highlight the words that rhyme. Do you like the effect of this **rhyme scheme** (pattern)?

3 How many images of nature can you find?

4 Try to describe the island of Shalott in your own words.

5 This is just an extract from *The Lady of Shalott*. Does it make you want to read the whole poem?

W.B. Yeats

When You Are Old (1892)

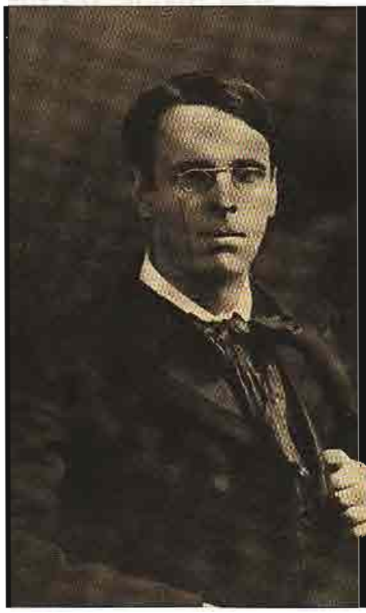
When you are old and grey and full of sleep,
And *nodding** by the fire, take down this book,
And slowly read, and dream of the soft look
Your eyes had once, and of their shadows deep;

How many loved your moments of *glad grace**,
And loved your beauty with love false or true,
But one man loved the *pilgrim** *soul** in you,
And loved the *sorrows** of your changing face;

And bending down beside the *glowing bars**,
*Murmur**, a little sadly, how Love *fled**
And *paced** upon the mountains *overhead**
And hid his face *amid** a crowd of stars.

W.B. Yeats

- One of the most influential poets in the English language, and probably the most famous poet (and playwright) of the 20th century.
- Born 13th June 1865, in Dublin, Ireland.
- The son of a well-known Irish painter, John Butler Yeats.
- Became involved in Irish politics, arguing that Irish culture should be free from English control and influence.
- Famous poems include: 'Easter 1916', 'The Lake Isle of Innisfree', 'Sailing to Byzantium'.
- Died in 1939; was buried in France (at the beginning of the Second World War) and later re-buried in his homeland, Ireland.



Glossary

nodding	letting your head drop down, because you are sleepy
glad grace	happiness and kindness
pilgrim	traveller, someone looking for something
soul	a person's spirit, inner character
sorrows	sadness
glowing bars	hot bars of the fire
murmur	say very quietly
fled	left quickly, ran away
paced	walked up and down many times
overhead	above your head
amid	among, in the middle of

1 Read the poem aloud to your partner. What do you notice about the **rhyme scheme**? Highlight it with different colours, if it helps.

2 Discuss what image you have of the old man. What about the woman he loved?

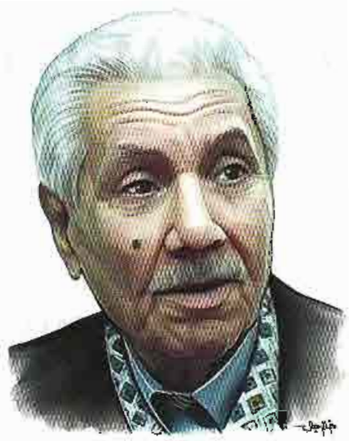
3 Find one example of **personification**.

4 Which do you think is the most powerful **image** in the poem? Why?

Abdul Wahhab Al-Bayyati

Secrets of Fire

On the last day
I kissed her hands,
Her eyes / her lips.
I said to her: you are now
*Ripe** like an apple
Half of you: a woman
The other half: impossible to describe.
The words
*Escaped** me
And I escaped them
Both of us *collapsed**.
Now I pray
For the childhood of this light face
And for this ripe, burning body
I bring my face closer
To this *gushing** *spring**,
Thirsty.
On the last day, I said to her:
You are the fire of the forests
The water of the river
The secret of the fire
Half of you cannot be described
The other half: a *priestess** in the temple of Ishtar. [...]



Abdul Wahhab Al-Bayyati

- A famous Iraqi modernist poet, one of the first (like Nazik al-Mala'ika) to write in free verse.
- Born 19th December 1926, in Baghdad.
- Travelled to and lived in many countries, including Russia and Spain.
- Taught in many universities and worked with left-wing political groups.
- Famous books of poems include: *Angels and Devils; Lilies and Death; Love, Death and Exile.*
- Died and was buried in Damascus in 1999.

Glossary

ripe	ready to eat
escaped	got away from, ran away from
collapsed	fell down
gushing	pouring out quickly
spring	where clean water comes up from the ground
priestess	a woman who performs religious duties

1 Read the poem aloud to your partner. The lines are shorter than the other poems you have studied in this Literature Focus. What effect does this have on the way you read it?

2 Find as many **metaphors** as you can. One is a **simile** – which one is this?

3 What are the main **motifs** of the poem?

4 What is your response to 'Secrets of Fire'? Will you remember this poem? Explain your reasons.

Nazik Al-Mala'ika

Love Song for Words

Why do we fear words
when they have been rose-palmed hands,
*fragrant**, passing gently over our cheeks,
and glasses of *heartening** wine
sipped, one summer, by thirsty lips?

Why do we fear words
when among them are words like unseen bells,
whose *echo** *announces** in our troubled lives
the coming of a period of *enchanted** dawn,
*drenched** in love, and life?
So why do we fear words?

[…]

Why do we fear words?
If their *thorns** have once *wounded** us,
then they have also wrapped their arms around our necks
and *shed** their sweet *scent** upon our *desires**.
If their letters have *pierced** us
and their face turned *callously** from us
Then they have also left us with an *oud** in our hands
And tomorrow they will shower us with life.
So pour us two full glasses of words!

Tomorrow we will build ourselves a dream-nest of words,
high, with *ivy** *trailing** from its letters.
We will *nourish** its buds with poetry
and water its flowers with words.
We will build a *balcony** for the *timid** rose
with *pillars** made of words,
and a cool hall *flooded** with deep shade,
*guarded** by words.

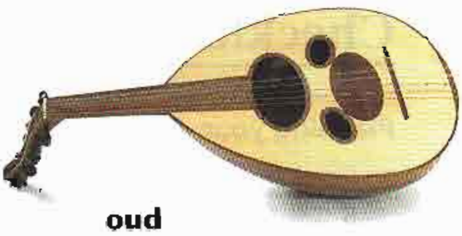
Our life we have *dedicated** as a prayer
To whom will we pray . . . but to words?

Nazik Al-Mala'ika

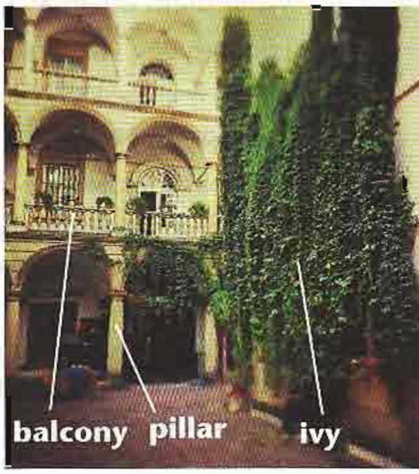
- A highly influential Iraqi poet, famous for being one of the first poets in Arabic to use free verse.
- Born 23rd August 1923, in Baghdad.
- The daughter of parents who were also poets.
- Taught as a professor in several universities, including Baghdad, Basra and Kuwait.
- Worked hard to promote women's rights and political freedom.
- Famous poems include: 'Cholera', 'For Prayer and Revolution', 'Revolt Against the Sun'.
- Died and was buried in Cairo in 2007.

Glossary

fragrant	perfumed, nice-smelling
heartening	encouraging, making you feel happier
echo	sound that is reflected back to you
announces	says, introduces
enchanted	magic, beautiful
drenched	soaked, made completely wet
thorns	small, sharp, pointed parts of a plant
wounded	hurt, injured
shed	dropped
scent	smell, perfume
desires	hopes, wants
pierced	made a small hole in
callously	in a cruel, unfeeling way
oud	musical instrument, played mainly in the Middle East
ivy	climbing plant with dark, shiny leaves
trailing	hanging down
nourish	feed
balcony	an outside platform from an upper room in a building
timid	shy, nervous
pillars	tall round stones used to support a building
flooded	covered by
guarded	protected
dedicated	given our time and effort to



oud



1 **Read the poem aloud to your partner. Which lines do you think sound most song-like, most musical? Why do you think that is?**

2 **What question is repeated in 'Love Song for Words'? What is the effect of this repetition?**

3 **Find as many examples of personification as you can.**

4 **Find one example of sibilance. What effect does it have on the way you read the line?**

5 **This is free verse, but does that mean there is no rhyme in the poem?**

6 **What do you think of the poem's final question? Can you answer it?**

Checklist for written work

Planning your work

- Read the question carefully. Underline the important parts. Do you understand it? If it is not clear, then ask your teacher.
- Brainstorm as many ideas as you can of what you are going to write about. Write them down as a list or mind map.
- Look up any vocabulary that you are unsure of.
- Select the ideas you want to use and delete any that are not relevant. You don't have to use everything.
- Put your ideas into a logical order and group ideas that go together in sections.
- If you can, find a model text and look at the style and layout. Are there any phrases or vocabulary that you can adapt for your own work? (Be careful not to copy chunks of the model text without changing it though.)
- Think about who you are writing for and decide on the style and layout. For example, if you are writing a letter to a friend, the style will be different to a formal letter and the layout will be different to a story.

Writing and revising your work

- Use the ideas from your planning to write the first draft. Don't worry too much about accuracy or choosing the right words.
- Remember to start a new paragraph every time you move on to a new idea or topic.
- Read through your first draft and check that you have answered the question correctly.
- Decide if you want to delete, change or add any more ideas.
- Decide whether you want to change the paragraphing or the order of the ideas.
- Check that you have linked your ideas using connecting words and phrases (e.g., *first*, *next*, *then*, etc).
- Write a second draft more carefully and slowly. Make sure your writing is clear.

Editing your work

- Read through your work. Check you have answered the question correctly, every sentence is clear, the grammar is correct, you have used suitable vocabulary and linking words, the spelling is correct. (Check with a dictionary.)
- Show your work to your family or a friend and see if they can help you edit it.
- Editing tip: You could try reading the text in reverse order, starting with the final sentence and working backwards to the first sentence. This will stop you being distracted by the content and allow you to focus on technical details.

Transcript

Unit 1 Lesson 1

Section 1

Listen and check your ideas.

1

Male student: I want to be an interpreter, so I need to speak a lot of languages. I already speak English and French. Now I'm studying Arabic in a language school. It's very different from English and it's hard to write, so I practise writing every day.

2

Boy: My parents came to France from Algeria when I was a baby. We go to Algeria every summer to visit my grandparents, so I can speak Arabic and French. I'm learning English at school, and I'm pretty good at it. I mean, I can read it well, but sometimes it's difficult to say. I go to the self-access centre and practise saying the words with a CD so I can speak better.

3

Teenage boy: I like reading newspapers to help me learn English. Of course, I don't know all the words, but I know a lot about sports, so I can understand most of the sports pages. Sometimes I look up new words in a dictionary – you know, one that has translations from English to Arabic. Then I write the words in a notebook. I'm going to take a summer course in England next year. I'll learn English and watch a lot of football too.

4

Woman: In China, it's very important to learn English because most people who come to China don't speak Chinese. You need to speak English if you want to do business, and if you want to get a good job. I'm studying English at university. Once a week I go to the café with my friends and, well, we try to speak only English for two hours. Sometimes I meet English people but I don't always understand them. They speak fast. Next year I'm going to England on an exchange programme, and I'll learn to understand English better.

5

Teenage girl: Most people learn English at school here. I watch a lot of films and sometimes listen to music in English, so I understand it well, but it is difficult to remember vocabulary. Sometimes I write new words on index cards and test my friends, and then my friends test me.

6

Teenage girl: I live in Russia and I'm learning English at school. We learn a lot of things in English class, and sometimes it's hard to remember everything. I write

what I learn in my learning diary after every class. My teacher reads it and answers any questions I have about the lesson.

Section 2

A Listen to people talking about learning languages. Mark the sentences true or false.

[Audio Section 2 is a repeat of the paragraphs from Audio Section 1.]

Unit 1 Lesson 4

Section 3

A Listen to Ali and Rashid talking about study programmes. Answer the questions.

Rashid: Hi Ali.

Ali: Hi Rashid.

Rashid: Did you see these posters for summer study programmes? I'd love to go on a study programme. I could improve my English.

Ali: Me too. And I need to work on Maths.

Rashid: Look. This poster says the school is in the country. I bet you can do lots of sports there. If I went on a summer programme, I'd like to go swimming and play basketball too, not just work.

Ali: Well, I think it's better to learn about the history of the country. See – this poster says you can take classes in the morning or in the afternoon, and go to museums and visit the city the rest of the day.

Rashid: Cities are noisy, though, and you might not be able to do as much sport. Wouldn't you like to play volleyball?

Ali: Yes, but I can play volleyball at home! Anyway, I think it's more important to learn about the culture of the country.

Rashid: Well, I don't. I want to be in the country where there's lots of fresh air. Look, with this programme you stay in a dormitory at the school. That's great! You can really get to know the other students that way.

Ali: Maybe, but it's much better to stay with a family. That way, you have to speak English and you make progress much faster.

Rashid: Well, I'm going to get more information about this programme. I want to find out about the sports they offer. I'd like to take drawing classes too. Maybe I can go this summer.

Section 4

C Listen and check your answers.

1

Boy 1: I'd love to go on a study programme.

Boy 2: I wouldn't. I'd rather go on holiday with my family.

2

Girl 1: I need to work on my English.

Girl 2: So do I. I failed the exam last week.

3

Boy 2: I think it's really important to learn about the culture of the country you're in.

Boy 1: I agree. It might be very different from ours.

4

Girl 2: I want to be in the countryside where there's lots of fresh air.

Girl 1: I don't. I think it's boring. Cities are much more interesting.

5

Boy 1: I think it's much better to stay with a family.

Boy 2: I disagree. I'd rather meet lots of new people.

6

Girl 1: I'd like to take drawing classes.

Girl 2: So would I. I love art.

Section 5

D Listen and repeat.

Voice: speak
people
test
access
three
Chinese
be
get
meet
self
website
centre

Section 6

Listen and check.

Voice: /iː/ speak, people, three, Chinese, be, meet
/e/ test, access, get, self, website, centre

Unit 1 Lesson 6

Section 7

A Listen and tick the things Rashid's mother wants to know about.

Rashid: I've just seen a poster for a summer study programme in the UK I'm interested in.

Mother: Really? Where is the school?

Rashid: I don't know exactly, but it's in the country and I think I could do lots of sports. And it has English classes in really small groups.

Mother: What sports do they offer?

Rashid: I'm not sure yet.

Mother: You said you wanted to do some drawing this summer. Do they have art classes?

Rashid: I think so. I'm going to call them and find out.

Mother: That's a good idea. You should make a list of all the things you want to ask before calling.

Rashid: I will.

Mother: How long do you want to go for?

Rashid: I'd like to go for four weeks.

Mother: That could be expensive! How much does it cost?

Rashid: I don't know that either. I'll ask when I call them.

Section 8

B Listen to the telephone conversation and answer the questions.

Secretary: Good morning, Fisher School, how can I help you?

Rashid: Hello. I'd like some information about your summer programme.

Secretary: Certainly. What would you like to know?

Rashid: First of all, could you tell me where the school is?

Secretary: Of course. It's near Cambridge. Do you know where that is?

Rashid: Yes, I do. Can you tell me if you have art classes?

Secretary: Yes, we do. We have drawing and painting classes.

Rashid: Oh good. I'd really like to do some drawing this summer. Could you also tell me what sports you offer?

Secretary: Yes, you can play volleyball or basketball.

Rashid: And could you tell me if you have a swimming pool?

Secretary: I'm afraid we don't. But it's a perfect area for cycling.

Rashid: Can I rent a bicycle there?

Secretary: Yes, of course. Can I help you with anything else?

Rashid: Yes, can you tell me how much it costs for four weeks?

Secretary: It depends how many classes you take, but probably around £1,500.

Rashid: Thank you. Goodbye.

Secretary: Goodbye.

Section 9

C Listen again and check your answers.

[Audio Section 9 is a repeat of the conversation in Audio Section 8.]

Unit 1 Lesson 7

Section 10

Listen and find the self-access centre.

Rashid: Excuse me. Could you tell me how to get to the self-access centre?

Man: Of course. Er … Go through the door and turn left. Go straight on until you see the vending machines, then turn right. Walk past the cafeteria. The self-access centre is the second door on your right, opposite the teachers' room.

Rashid: Thank you.

Section 11

Listen and follow the tour with the pictures. Are any of your ideas mentioned?

Rashid: Could you show me how to use the self-access centre?

Teacher: Of course. The computers are over here. They're for using our special language-learning software. The computers are always on. Just sit down and type your password. Then click on the icon for the program you want to use.

Rashid: I haven't got a password.

Teacher: Don't worry, I'll give you a password before you go.

Rashid: Do you have magazines and newspapers?

Teacher: Yes, we do. You have to read them here, though. Don't take the magazines out of the self-access centre. They are easy to lose. ... And here are the language books. We have hundreds of books in English. You can read them here, of course, but you can also borrow books to read outside.

Rashid: How do I do that?

Teacher: Fill out a card and bring it to the desk as you leave.

Rashid: Televisions! Can I watch television here?

Teacher: No, the monitors are only for watching videos. Don't try to change the channels.

Rashid: Do you have films in English?

Teacher: Yes. They are on the shelf by the door. Put on the headphones so you don't disturb other people in the self-access centre.

Rashid: Thanks.

Teacher: That's OK. Let's set you up with a password for the computers.

Unit 1 Lesson 8

Section 12

A Listen for the number of syllables and write each word in the correct column.

Voice: software
information
video
monitor
application
password
destination
program
magazine
interesting

Section 13

B Listen to four conversations and look at the pictures. Do the people know each other? What are they talking about?

Conversation 1

Luis: Hello. Is this the Intermediate English class?

Rashid: Yes, it is. You can sit here if you want. My name's Rashid.

Luis: I'm Luis. I got here yesterday.

Rashid: Only yesterday? Classes started on Monday.

Luis: I know. I had a problem with my flight.

Rashid: Did you?

Luis: Yes. The airline was on strike, and I had to wait two days for a flight.

Rashid: That's terrible.

Conversation 2

Andrea: Good morning. Are you the new English teacher?

Kathryn: Yes. I'm Kathryn Black.

Andrea: And I'm Andrea Smith, the head of Science.

Kathryn: Pleased to meet you.

Andrea: Where are you from, Kathryn?

Kathryn: I live in London, but I'm from Ireland.

Andrea: That's nice. Have you been in England long?

Kathryn: Only about two months.

Conversation 3

Ahmed: Hello Abdulla.
Abdulla: How are you Ahmed?
Ahmed: Fine. I'm on my way to the library.
Abdulla: Are you going to the football match tonight?
Ahmed: I can't. I've got to finish my report for tomorrow.
Abdulla: See you tomorrow, then!

Conversation 4

Mr Jones: It was a pleasure meeting you, Mr Chen. I hope you enjoy the rest of your stay in London. You should visit the British Museum.
Mr Chen: I'm afraid I have to leave tonight.
Mr Jones: Perhaps you'll have time when you come back in April.
Mr Chen: I hope so. Goodbye, and thank you for your hospitality.
Mr Jones: Goodbye. I look forward to seeing you again.

Section 14

C Listen to Conversations 1 and 2 again.

[Audio Section 14 is a repeat of Conversations 1 and 2 from Audio Section 13.]

Section 15

D Listen to Conversations 3 and 4 again.

[Audio Section 15 is a repeat of Conversations 3 and 4 from Audio Section 13.]

Unit 1 Lesson 9

Section 16

Listen and check your ideas. What does the teacher ask Jamil?

Teacher: OK. Today's it's Jamil's turn to give a presentation. Are you ready, Jamil? Let's give him a round of applause …
Jamil: Thank you. Well, … I'm going to tell you about Arabic today. I speak Arabic and so do about 230 million people around the world. Arabic is the fifth most important language in the world. And it's also one of the six official languages of the United Nations.

There are lots of different types of Arabic. They are called 'dialects'. If I listen to some people from Egypt speaking Arabic, I might not understand them. But we can all speak to each other in Modern Standard Arabic. This is the type of Arabic you see in books and newspapers. You hear it on TV and on the radio and in mosques in many different countries.

Arabic has a very long history. It is part of the Semitic family. Most other languages in this group are now dead, but not Arabic. In fact, lots of words in European languages come from Arabic, especially words in Science and Maths. English borrowed a lot of words from Arabic around 800 years ago. One important reason why

Arabic has survived is the Holy Qur'an. The language in the Holy Qur'an is very pure and it isn't very different from the Modern Standard Arabic we speak today. It has helped Arabic survive for a thousand years.

Teacher: Thanks very much, Jamil. Well done. Has anyone got any questions? … No? Well, I've got a question for you. Which English words come from Arabic?

Jamil: Oh … Lots of words … chess, sofa, um … racket and cotton.

Teacher: Well, that's surprising. Those are words we use a lot, really, aren't they?

Unit 2 Lesson 1

Section 17

A Listen and tick the subjects Mahmoud mentions.

Mahmoud: School has just started. I have a lot of work, but I like seeing my friends again. This is my new timetable. I'm in Year 10 this year, which means I'm taking a lot of new subjects, like Chemistry and Biology. I love Science, and I think I will really like my Science classes this year.

My favourite class so far this year is Geography. Yesterday we watched a film about Antarctica in Geography class. I love watching films because I can see what other countries look like. Antarctica is really interesting. My Geography teacher said it is the coldest continent. I'm going to write a report about it. This afternoon I'm going to the self-access centre to borrow some books for my report.

I like writing reports but I don't like giving presentations. My English teacher told me I have to give a presentation about my trip to England. My cousin is going to lend me some maps and photographs he took when we were there last year, but I am still really nervous. I don't like talking in front of the class. I also hate taking exams. But I suppose everybody does!

Section 18

B Listen again and check.

[Audio Section 18 is a repeat of Audio Section 17.]

Unit 2 Lesson 2

Section 19

A Listen and repeat

Voice: letters, schools, classes, languages, days, ages

Section 20

Listen and check.

Voice: /z/ letters, schools, days
/ɪz/ classes, languages, ages

Section 21

B Listen to the sentences.

Voice: We go to school five days a week.
His classes start very early.
He's learning two languages.

Their schools are very different.
He sends me letters about his school.
The children are different ages.

Unit 2 Lesson 4

Section 22

B Listen to the boy talking about UNICEF and children who can't go to school. Tick the things he says.

Boy: I learned about UNICEF in class last week. We learned that in some countries, children don't have to go to school for very long. In Lebanon, for example, children only have to go to school until they are 11. In some countries, children don't have to go to school at all. If their families don't have a lot of money, children in these countries have to work.

I think it's terrible that some children can't go to school, because education is very important. It is hard to do things if you don't have a good education. For example, if you can't read, you can't understand street signs or food labels. If you can't do maths, you can't understand how much things cost. And it's hard to get a good job if you don't have a good education. I am happy that organizations like UNICEF help children who need it.

Unit 2 Lesson 5

Section 23

Listen and check your ideas.

Denise: I know how it feels not to go to school. I started school when I was 6. Then, when I was 8, my father died. We didn't have much money any more, so I had to leave school. I started working on a farm with my mother, picking coffee. I hated it. It was hard work and I was always tired. Worst of all, I didn't know how to read or write.

I was unhappy because many of my friends were going to school. I wanted to go to school too, but I earned very

little money so I couldn't pay the school fees. And I couldn't buy a uniform to wear to school. It was too expensive.

One day, a woman came to see my mother. She worked with an organization that helps children who want to go to school. She talked to my mother, then she asked me if I wanted to go to school again. I said yes. I was so happy I cried.

Now I go to school every day. The organization pays for my school fees and my uniform. I am lucky that they came to help me. Now I can read and write and I am learning to do Maths. Most of all, I'm happy because I can go to university when I am older. I can get a good job and I never have to work on the farm again. I want to be a doctor or a teacher so I can help children too when I grow up.

Section 24

A *Listen and check.*

[Audio Section 24 is a repeat of Audio Section 23.]

Section 25

Read and listen to the sentences.

Denise: We didn't have much money any more, so I had to leave school.
I was unhappy because many of my friends were going to school.
The organization pays for my school fees and my uniform.
I want to be a teacher or a doctor when I grow up.

Unit 2 Lesson 6

Section 26

Listen to the men talk about what school was like for them.

1

Indian man: I grew up in India. Life was very different when I was a child. We went to school by rickshaw. Six children could fit in the rickshaw, and a man pulled it to take us to school. It was fun to ride in the rickshaw. We could see the city. We couldn't leave the house alone because we were too young, but on our way to school we could see the shops and the food stands. So we liked going there. In school, we couldn't use computers because they didn't exist. We didn't even use calculators. We used an abacus to do Maths.

2

Algerian man: When I was a child in Algeria, we couldn't go to school by bus or by car. I got up very early to walk to school. I liked school because I could play with my friends. And I really wanted to learn to read. It was

difficult to get paper and pencils then, so we wrote on a slate with chalk. When the teacher wrote a maths problem on the board, we wrote the answers on our slates and held the slates above our heads so the teacher could see them.

Section 27

A *Listen again. Write sentences about what the men could and couldn't do.*

[Audio Section 27 is a repeat of Audio Section 26.]

Unit 2 Lesson 8

Section 28

Listen to Sally and Maria. Where are they? What are their jobs? What was Sally's job before? What did she like about it?

Maria: Hi. Are you the new Maths teacher?

Sally: Yes, I am. I'm Sally Bishop.

Maria: I'm Maria Lennox. I teach Biology.

Sally: Nice to meet you.

Maria: So, how do you like working here?

Sally: I like it. It's very different from my old job.

Maria: Really? What was that?

Sally: I was a teacher for child actors.

Maria: You mean film stars?

Sally: Well, they weren't all stars. But they all acted in films, yes.

Maria: Wow! Where did you work?

Sally: Everywhere! We travelled a lot. When children have to be away from school for a long time, they have to have a teacher with them.

Maria: Did you like it?

Sally: Yes, I loved it. The children were very nice, and I liked travelling and seeing new places.

Section 29

B *Read and listen to the story on Student's Book page 23 and choose the best answer.*

Sally: I travelled a lot with my students because films are often made in other countries. I liked travelling and seeing new places, but I didn't like being away from my family. And the job was tiring too. I had to pack all the children's school-books and take them to the airport. Once I went to Italy with two actors. I had a lot of books to pack and it took a long time. I didn't want to be late, so I left the house as fast as possible. When I got to the airport I couldn't get on the plane because I had forgotten my passport. I had to catch a flight the next day.

It was tiring for the children too. They had to act and study too, so they worked a lot.

Once I had to give a student called Ben a Maths exam. He

was tired because he had been working on the film set all morning. I gave him his exam paper and started reading a book. Suddenly I heard a snore. I looked up and realized Ben had fallen asleep.

Unit 2 Revision

Section 30

Listen and check.

Noor: What do you teach?

Mrs Hassan: I teach Maths.

Noor: When did you start teaching?

Mrs Hassan: I started four years ago.

Noor: What did you do before you were a teacher?

Mrs Hassan: I worked in a bank.

Noor: Why did you change jobs?

Mrs Hassan: I changed jobs because I wanted to help people. I think being a teacher is a way of helping people, because they need an education so they can do what they want to do in their lives.

Noor: What did you have to do to become a teacher?

Mrs Hassan: I had to go back to school to get a different diploma called a Master's degree. I went to university and studied Maths and teaching for two years.

Noor: What do you like most about your job?

Mrs Hassan: What I like most is my students. They are all different, and they teach me things too. Teaching them is not always easy, but it's a lot of fun.

Noor: What do you like least?

Mrs Hassan: Writing reports. I think it's boring. But it's also important because it's one of the ways parents can see how their children are doing at school.

Unit 3 Lesson 2

Section 31

What are Tariq and his family talking about? Listen and tell your partner.

Tariq: Hello Uncle Bashir.

Uncle: Hello everyone. Have you decided where you're going on your holiday yet?

Father: Er, no, not yet. We want to go somewhere we've never been, and we can't agree.

Tariq: I'd really like to go to Egypt. I want to see the Pyramids. But Dad has already seen them. He went to Egypt last year on business.

Uncle: Oh, yes. I remember. Hmm. Well, have you ever been to Greece?

Father: No, we haven't.

Uncle: It's really beautiful. I went there two years ago, remember? I showed you the pictures I took of the ruins. We had a lot of fun. We took a boat to some

beautiful islands, and we went swimming too.

Mother: Well, I'm not sure I want to go to Greece in the summer. It's very hot. I'd like to go somewhere that isn't too hot.

Father: How about England? I've never visited England. There's a lot to see.

Mother: That's a great idea. We could go to Stonehenge. Wouldn't you like that, Tariq?

Tariq: Sure! Can I see the brochures?

Mother: Er, I haven't picked up any brochures about England yet. I'll get some tomorrow at the travel agent's.

Section 32

A Listen to the conversation and mark the sentences true or false.

[Audio Section 32 is a repeat of the conversation in Audio Section 31.]

Unit 3 Lesson 3

Section 33

B Listen and read the conversations. Match the words in bold to the definitions (1 to 6).

Conversation 1

Woman: I'd like a return ticket to London, please, leaving this afternoon.

Ticket agent: Certainly. There's a train that leaves at 2 o'clock. That's in 30 minutes.

Woman: That's fine. I'd like to return on Monday morning.

Ticket agent: There's a train on Monday morning at 10 o'clock.

Woman: Great. Does the journey take long?

Ticket agent: It's a five-hour journey. If you're hungry, you can have lunch in the buffet car.

Woman: That's a good idea. And where does the train leave from, please?

Ticket agent: Platform 4.

Conversation 2

Woman: I'd like to keep my laptop with me on the plane.

Clerk: I'm afraid there's a two-bag limit for hand luggage, madam. How many bags do you want to take on the plane?

Woman: Just this one.

Clerk: That's fine then.

Woman: Does the plane stop before arriving in Baghdad?

Clerk: Yes. There's a one-hour stopover in Kuwait City to pick up more passengers. But you won't be able to get off the plane.

Woman: That's OK. Where does the plane leave from?

Clerk: Gate 3.

Unit 3 Lesson 5

Section 34

Listen to the conversations. Who does Tariq's father phone first? What does he talk about with each person?

Conversation 1

Airline clerk: Iraqi Airways, how can I help you?

Father: Hello, I'd like some information about flights from Baghdad to London.

Airline clerk: Certainly. When would you like to fly?

Father: Well, it's cheaper to fly on a Friday, right?

Airline clerk: Yes, that's right.

Father: Then I'd like to fly on Friday 10th June.

Airline clerk: Would you prefer to leave in the morning or in the afternoon?

Father: In the morning, please.

Airline clerk: OK. We have three flights from Baghdad to London on Friday 10th June. One leaves at 6.20, one leaves at 9.45, and one leaves at 11.30.

Father: I'm sorry, did you say the flights leave at 6.20, 9.35 and 11.30?

Airline clerk: No, that was 9.45.

Father: Oh. Well, I think I'd like to leave at 9.45.

Airline clerk: OK. Do you want a single or return ticket?

Father: Return, please.

Airline clerk: And when would you like to return?

Father: I'd like to return on 30th June.

Conversation 2

Receptionist: Good morning, Central Hotel.

Father: Good morning. I'm calling for information about your rates.

Receptionist: Do you want a single room or a double room?

Father: One single and one double room, please.

Receptionist: OK. Double rooms cost £65 per night. And we have two types of single rooms. Single rooms with a shower cost £60 per night. Rooms without a shower cost £58 per night. All rooms cost £5 more per night during high season, that's from June to August.

Father: I'm sorry. Could you say that again?

Receptionist: Of course. A single room with a shower costs £60 per night. A room without a shower costs £58 per night. And in June, July and August, all rooms cost £5 more per night.

Father: Do you mean a single room without a shower for the night of 10th June costs £63?

Receptionist: Yes, that's right.

Father: OK. Thank you very much for your help.

Receptionist: You're welcome. Goodbye.

Section 35

A Listen and check your answers.

[Audio Section 35 is a repeat of Conversation 1 from Audio Section 34.]

Section 36

Listen to Conversation 2 again and answer the questions.

[Audio Section 36 is a repeat of Conversation 2 from Audio Section 34.]

Section 37

Checking information

Voice: It's cheaper to fly on Friday, right?

Do you mean a single room without a shower costs £63?
I'm sorry, did you say the flights leave at 6.20, 9.35 and 11.30?
I'm sorry, could you say that again?

Unit 3 Lesson 6

Section 38

C Listen and repeat.

Voice: rain
bag
platform
plane
pack
play
late
travel

Section 39

Listen and check.

Voice: /eɪ/ rain, plane, play, late
/æ/ bag, platform, pack, travel

Unit 3 Lesson 7

Section 40

Listen and check your ideas.

Conversation 1

Receptionist: Good evening, madam.
Guest: Good evening. I have a reservation for three nights.
Receptionist: Could you give me your name, please?
Guest: Yes, it's Dubey.
Receptionist: Ah, yes, Mrs Dubey. You have a reservation for a single room with a shower from April 5th to April 7th.
Guest: That's right.
Receptionist: Could you sign here, please?
Guest: Of course …
Receptionist: Thank you. Do you need help with your luggage?
Guest: No, thanks. I'll take it up myself.
Receptionist: Here's your key, madam. The lift is on your left.
Guest: Thank you.

Conversation 2

Receptionist: Reception. How can I help you?
Guest: Hello. This is Peter Smith in room 202. I'm calling because I only have one pillow in the room. Can you bring me another one?
Receptionist: Of course.
Guest: And would you please send up some soap as well? There isn't any in the bathroom.
Receptionist: Oh, I'm very sorry. I'll send some up right away.
Guest: Thank you very much.

Conversation 3

Waiter: Do you know what you'd like?
Woman: Yes. I'll have a boiled egg, please.
Man: I'll have the same.
Woman: Could I have some toast, please?
Waiter: Of course. Would you like some too, sir?
Man: Yes, please. And can I have some jam as well?

Waiter: Certainly. We've got apricot and raspberry. Would you like anything else?
Woman: Oh yes. Would you bring us some tea, please?
Waiter: I'll bring it right away.

Conversation 4

Guest: Excuse me. Could you tell me where the museum is?
Receptionist: Of course. Do you mean the Modern Art Museum?
Guest: No, the Natural History Museum.
Receptionist: Oh. Erm, yes. It's in New Street, near the post office.
Guest: Can you tell me how to get there?
Receptionist: Yes. Um, let's see. You leave the hotel through this door. Take the first right, then go straight on and you'll see New Street on the left. It's not far at all. The museum is the big building with the red roof. You can't miss it.
Guest: OK. First right, straight on, then it's on the left. Great. Thank you for your help.
Receptionist: You're welcome.

Section 41

A Listen to Conversations 3 and 4 again and tick the sentences you hear.
[Audio Section 41 is a repeat of Conversations 3 and 4 from Audio Section 40.]

Section 42

B Listen and check your answers.

Waitress: Do you know what you'd like?
Guest: Yes, could I have a cooked breakfast, please?
Waitress: Certainly. Would you like something to drink?
Guest: Yes, can you bring me a glass of orange juice?
Waitress: I'm afraid we haven't got any more. We have apple and grape juice.
Guest: I'll have an apple juice then.

Mr Adams: Good morning. I have a reservation for two nights.
Receptionist: Could you give me your name, please?
Mr Adams: Yes. It's John Adams.
Receptionist: Would you fill out this form, please, Mr Adams?
Mr Adams: Yes, of course.

Guest: Can I buy a newspaper at the gift shop?
Receptionist: Yes, but I'm afraid it's closed at the moment.
Guest: Could you tell me when it opens?
Receptionist: At half past nine.
Guest: And when does it close?
Receptionist: At eight o'clock in the evening.

Unit 3 Lesson 8

Section 43

Listen and check.

Young man: Excuse me, how far is the football pitch from here?
Porter: It's about five minutes away. Turn left on Bank Street and go straight on until you reach the river. It's on the left.
Young man: Thanks.

Woman: Could you tell me where the bus stop is?
Porter: Yes. It's around the corner. Just turn right on Bank Street and you'll see it.
Woman: Thank you very much.

Man: Excuse me, where's the train station?
Porter: Go along Main Street. It's on the right, just past the car park.
Man: Thanks.

Young man: Excuse me, where's the nearest restaurant?
Porter: It's on Park Avenue, near the cinema. Go along this street and turn left on River Road. It's on the right, opposite the museum.
Young man: OK. Thanks.

Section 44

B Look at the map in the Student's Book. Imagine you are at the hotel. Listen to the directions and write the names of the places (1 to 4).

A

A: Excuse me, where's the school?
B: It's just over there, opposite the hotel.

B

A: Could you tell me where the theme park is?
B: Of course. Er … it's on River Road, past the restaurant.

C

A: Excuse me. Is the sports shop far from here?
B: No, it's only two minutes away, on the corner of River Road and Main Street.

D

A: Excuse me, where's the fire station?
B: It's along this street on the right, near the library.

Section 45

C Listen and repeat some of the words from this unit. They all have the sound /ə/. This is one of the most common sounds in English.

Voice: again
Arabic
around
baker
corner
porter
river
waterfall

Unit 4 Lesson 2

Section 46

Listen to two people talking about a pilot's job.

Interviewer: Many young people think it would be very exciting to be an airline pilot. You have been a pilot for 15 years. Is it really as much fun as it seems?
Pilot: Well, being a pilot can be a lot of fun. I have always loved planes, so flying one is always exciting for me. This job has a lot of other advantages too. Many people have to work in an office, but I can go to different countries and see

wonderful things. I meet new people and make new friends. And I work with a very nice, hard-working team. But, like all jobs, being a pilot does have some disadvantages.

Interviewer: Can you tell us about some of them?

Pilot: Of course. The worst part for me is being away from home so much. Before becoming a pilot, I could spend a lot of time with my friends and family. Now I am away about two weeks every month. I miss my family, and sometimes I can't be there for my children's birthdays.

Interviewer: Are you ever frightened?

Pilot: Sometimes. When there is a problem with the plane, or the weather is bad, I have to make the right decision to keep all the passengers safe.

Interviewer: Tell us more about the flight team. What does the co-pilot do?

Pilot: The co-pilot helps me fly the plane. He also does a lot of work before the plane leaves. For example, he makes sure the plane has been checked.

Interviewer: What about the flight attendants?

Pilot: The flight attendants help passengers during the flight. They greet them and help them find their seats, and bring them food and drink. They also make sure passengers wear their seat belts and give them safety information.

Section 47

A Listen to the first part of the interview again and answer the questions.

[Audio Section 47 is a repeat of Audio Section 46.]

Section 48

B Listen to the end of the interview. Tick what pilots have to do.

Interviewer: What do you have to do to become a pilot?

Pilot: Well, of course it depends on the country you are in and on the airline you want to work for. But in general, pilots have to learn to fly at a special school or university. They have to get a lot of practice while they're learning. Then they also get on-the-job training from the airline they work for.

Interviewer: Do you have to speak a lot of different languages?

Pilot: No, but most pilots have to learn English.

Interviewer: Is it true that pilots have to have perfect eyesight?

Pilot: No! You don't have to have perfect eyesight. But if you don't see well, you have to wear glasses. You don't have to be very strong, but you have to stay healthy. Pilots have to see their doctors quite often to check they aren't ill.

Interviewer: What happens if a pilot gets ill?

Pilot: If a pilot is too ill to go to work, he has to call the airline right away. There are always pilots waiting to replace a

sick pilot. They have to live near the airport so they can come very quickly.

Interviewer: Do pilots earn a lot of money?

Pilot: Well some pilots do and some don't. It depends on the airline they work for. You mustn't decide to become a pilot because you think you will make a lot of money. You should do it only if you really love aeroplanes.

Interviewer: Thank you very much for joining us today. I'm sure you've answered many people's questions.

Pilot: Thanks for inviting me, I've enjoyed being here.

Unit 4 Lesson 3

Section 49

Listen and see if the speakers had the same ideas.

Sami: You don't look very happy, Mahmoud.

Mahmoud: That's because my parents don't want me to get a mobile phone.

Sami: Why do you want to get a mobile phone? I think they are a complete waste of money. They're expensive and you don't really need one. You see your friends and family every day.

Mahmoud: I don't agree. They're very useful. If you have a problem, it's important to be able to reach someone. Last week I asked my brother to pick me up at the sports centre at 4 o'clock and he forgot. I waited for an hour before he remembered to come. I wished I'd had a mobile phone then!

Sami: What do you think, Hamad?

Hamad: I agree with Mahmoud. And anyway, a lot of parents like their children to have mobile phones. They like to know they can contact them any time.

Sami: Maybe you're right, but they can't talk to them if the phones don't work. That's another problem with mobile phones: they don't work everywhere.

Hamad: Yes, but you can leave a message when the phone isn't working or is turned off.

Sami: That's another problem! I think people with mobile phones are really impolite because they leave their phones on in the cinema and in restaurants. It really annoys me.

Section 50

A Listen again. Draw a line to match each opinion with a reason.

[Audio Section 50 is a repeat of Audio Section 49.]

Unit 4 Lesson 4

Section 51

Listen and check.

Ahmed: After that, we went to visit our family and friends. We gave them our gifts and we all ate the special food. There was so much to eat! My aunt and uncle took some of the meal to the poor people in the city and gave them money too. In the afternoon, my cousins and I went to an amusement park and went on all the rides. I had a fantastic day!

Unit 5 Lesson 1

Section 52

Listen to Halla and Noor. How many sisters has Noor got?

Halla: What's that, Noor?
Noor: It's a digital camera.
Halla: Is it yours?
Noor: Yes. My uncle gave it to me for my birthday.
Halla: Have you taken any pictures yet?
Noor: Yes, I have. I took a lot of pictures yesterday at my birthday party. Look, I'll show you. You can see the pictures on the screen.
Halla: That's brilliant! Who's in the picture?
Noor: The bald, dark-complexioned man is my uncle. My father's the one with the wavy, black hair.
Halla: They don't look anything alike!
Noor: Of course not! Uncle Adel is my mother's brother.
Halla: Oh. Does he look like her?
Noor: Well, she's got more hair!
Halla: Do you have a picture of her?
Noor: Yes. Here she is with my Aunt Reem. My mother's tall and slim. That's her on the left. My aunt's shorter.
Halla: Who are these two girls?
Noor: These are my cousins, Basma and Rania.
Halla: Do you get on with them?
Noor: Most of the time. The one on the left, with the round face, is my cousin Basma. I really like her, but I don't see her much any more. She's been studying Physics at university for a year now. She's very bright and she's been getting really good marks. My aunt and uncle are very proud of her.
Halla: And who's that?
Noor: That's my niece, Amal. She's my brother Fuad's daughter. She looks very smart, doesn't she? She's always well-dressed. And she's lively and fun to be around.
Halla: Let's see the other pictures. Oh, that's a picture of you!
Noor: That's not me. That's my twin sister, Rasha.
Halla: You look exactly alike.
Noor: But we aren't really. She's much more serious than I am and she gets better marks at school. Rasha's very sensible and never does anything foolish. She's also

very reliable. When she says she's going to do something, she always does it.

Halla: Not like you!

Noor: No, I'm afraid not. Sometimes I'm a bit forgetful. Oh, no! I forgot! I was supposed to meet Rasha at four o'clock to play tennis. I've got to go! I'll see you soon, Halla.

Section 53

A Listen again.

[Audio Section 53 is a repeat of Audio Section 52.]

Unit 5 Lesson 2

Section 54

Listen to Samir and Ali. Which film do they decide to see?

Samir: Hello.

Ali: Hello Samir. This is Ali.

Samir: Hi, Ali! How are you?

Ali: Fine, thanks. Listen, Mahmoud and I are going to the cinema, Samir. Would you like to come with us?

Samir: I'm afraid I can't. My brother's taken the car, and the cinema's too far from my house to walk.

Ali: Well, I'll drive you if you want.

Samir: Thanks, that'd be nice. What are you going to see?

Ali: We haven't decided yet. There are three films playing at the Mall Cinema. One is called Holiday. Have you heard of it? The review says it's extremely funny.

Samir: I don't like comedies much. What else is playing?

Ali: Well, there's a film called Polar Bear. It's a documentary about polar bears. The review says it's absolutely fascinating.

Samir: That sounds good. What are the film times?

Ali: Five o'clock and eight-twenty.

Samir: We can't go to the five o'clock show. It's already four forty-five. The eight-twenty show is a bit late for me. I have to get up early tomorrow.

Ali: Well, the third film is called A Mystery by the Nile.

Samir: I don't know anything about that film.

Ali: Shall I read you the review?

Samir: Sure.

Ali: It says: A museum guard has an unexpected adventure when an extremely rare mummy is stolen from the museum where he works. If you like mysteries, this film is for you.

Samir: That sounds exciting. What are the film times?

Ali: Six-thirty and eight forty-five.

Samir: Six-thirty is a good time for me. Is it good for you and Mahmoud?

Ali: Yes, it's fine. I'll pick you up at six, then.

Samir: Great! See you at six.

Section 55

A Listen to the conversation again and tick the expressions you hear.

[Audio Section 55 is a repeat of Audio Section 54.]

Unit 5 Lesson 3

Section 56

D Listen and check your answers.

1 My sister is incredibly patient. She spent three hours doing a puzzle.
2 You look really smart in your new suit.
3 My uncle told us absolutely fascinating stories about his travels in far-away countries.
4 This coin is extremely rare. There are only ten of them left in the world.
5 I think you'll like my friend, Akim. He's really nice.
6 I saw an incredibly funny film on TV last night. I laughed so hard I almost cried.
7 The music was loud and everyone was talking, so the party was extremely noisy.
8 He must be incredibly bright if he got top marks in all subjects.

Section 57

E Listen to the sentences again. Which word is stressed – the adverb, the adjective or both?

[Audio Section 57 is a repeat of Audio Section 56.]

Unit 5 Lesson 4

Section 58

Listen to Mustafa's family talking about his birthday present. Which of the items above is not mentioned?

Amal: Mustafa's birthday is next week. Do you know what you're going to get him?

Yasmin: No, I don't, Amal. What about you, Yusef?

Yusef: Uh, I'm not sure yet. Maybe I'll get him some CDs. There's a fantastic new CD by his favourite group. Then he won't borrow mine all the time!

Amal: Oh yes! He'd like that. Maybe you should get him a diary, Yasmin. He'll need one at university next year. He's so forgetful!

Yasmin: A diary! That's a terrible idea! It's so boring. I want to get him something that's fun.

Yusef: Well, you could get him a computer game.

Yasmin: Hmm, that's not a bad idea. He said the one you lent him last week was too easy.

Yusef: He did? That's amazing! I haven't won that game once.

Amal: What are you and Dad going to get him, Mum?

Mother: I think we'll buy him a mobile phone this year. He won't be at home as much and he'll want to stay in touch.

Yusef: Wow! He'll be thrilled! I'd like one too. I hope you'll buy me one for my birthday.

Mother: You don't need one yet, Yusef. I'll buy you one when you go to university.

Amal: I still don't know what to get him.

Mother: He'll want some new clothes when classes start.

Amal: Mm. Not very exciting, but useful. I'll get him a new shirt.

Section 59

A Listen to the conversation again. What do the family think of these things as birthday presents for Mustafa?

[Audio Section 59 is a repeat of Audio Section 58.]

Section 60

C Listen to the sentences and repeat them.

1 We won't be back in time for dinner.

2 I'll answer it.

3 I hope Dad'll be back in time for my birthday.

4 They'll never forget this wonderful holiday.

5 I'll have a cup of tea, please.

Unit 5 Lesson 5

Section 61

A Listen and check your answers.

1

Mother: There's a lot to do. Do you think we'll have time to do it all?

Nabil: I'm sure we will.

2

Mother: Oh, dear! I forgot to arrange to have a cake made.

Nabil: That's OK. I'll do it. Then I can choose the style.

3

Mother: I hope we can get the camera fixed. I want to take a lot of pictures.

Nabil: Shall I take it to the repair shop?

Mother: Yes, that would be nice of you.

4

Mother: Will you remember to order the food before the end of the week? It's very important.

Farah: I will. Don't worry.

5

Mother: We must get the invitations printed quickly.

Nabil: Farah has time. I'm sure she'll go to the printer's.

6

Mother: Would you like to come to the flower shop with me? It might be fun.

Farah: OK. I can help you choose the flowers.

Unit 5 Lesson 7

Section 62

A Listen to a conversation and complete the notes about Sean's relatives.

Waleed: I'm really looking forward to going home at the end of term. What about you, will you be going back to Ireland?

Sean: I'm staying here in July, but I'll be going back home in August. I have to go then, because it's 'Welcome Home Week'.

Waleed: What's that?

Sean: Well, a lot of Irish people live and work abroad. So most

towns have a special week in the summer when people come home to visit their families. They put on special events like concerts and sports competitions.

Waleed: Is anyone else in your family coming back home?

Sean: Yes, my Uncle Patrick will be coming home for a whole month. He's an oil worker out in the Gulf and I haven't seen him for ages. He plays the flute in an Irish band, and we'll be going to some concerts.

Waleed: That sounds good.

Sean: Yes, and my cousin Niall comes home every summer for two weeks. He's an aid worker in Africa, but he loves coming home to meet up with his old school friends. I expect he'll be playing Gaelic football with them. Not only that, but my mother is excited because my Aunt Mary is coming over from the United States with my cousin Maeve.

Waleed: Will they all be staying with you?

Sean: Only for a few days. Aunt Mary is a History teacher, and she'll be giving a talk on the history of the town. Then they'll be going to Dublin; Maeve is performing in an Irish dancing competition there.

Waleed: That's a lot of people in one house!

Sean: It's normal where I live!

Unit 5 Lesson 8

Section 63

Listen to an interview with Hadi, a glass-blower. Do you think he likes his job?

Interviewer: Can you tell me what glass-blowing is?

Hadi: It's an ancient craft. You shape the glass while it's still very hot by blowing into a pipe.

Interviewer: How long have you been a glass-blower?

Hadi: Since I was about 16. My father was a glass-blower and so was his father. The skills were passed down from father to son for generations. When my son is old enough, I'll teach him to blow glass too.

Interviewer: Do you work with other members of your family?

Hadi: Yes. I work with my father, my uncle and two of my brothers.

Interviewer: Do you like working with your family?

Hadi: Of course. We all get on well. And we all want to do the best we can because we're proud of our work.

Interviewer: Do you have other siblings?

Hadi: Yes. Unfortunately, my third brother didn't want to join the family business. He wanted a job that paid better, so he went to the city. I'm afraid that one day no one will remember how to blow glass.

Interviewer: Is it difficult?

Hadi: A bit. It takes a lot of practice. And it's exhausting because

of the heat. The ovens can get up to 1,400 degrees.

Interviewer: Dc you need special tools?

Hadi: It depends on what you want to make. You can use pliers to shape the glass. But the most important tool is the rod you blow into.

Section 64

B Listen to the interview with Hadi again and answer these questions.

[Audio Section 64 is a repeat of Audio Section 63.]

Unit 6 Lesson 1

Section 65

Listen and check your answer.

Wijdan: There are many things on the first tray that can be bad for you. For example, the soft drink is not a healthy choice. It is important to drink a lot, but water and fruit juice are better than soft drinks. They often contain far too much sugar, and they also contain chemicals to give the drinks colour. The crisps have a lot of fat. Not all fats are bad for you, but the ones in crisps can be bad for your heart. Finally, it is not a good idea to eat too many sweet desserts. This is because sweet desserts often have a lot of calories. And if there are too many calories in your diet, you can become overweight. If you want something that tastes sweet, choose something that has few calories, like an apple.

Section 66

B Listen again and answer the questions.

[Audio Section 66 is a repeat of Audio Section 65.]

Unit 6 Lesson 3

Section 67

Listen to the dialogues and put the pictures in order. Number them 1 to 4.

Dialogue 1

Salwa: [coughs]

Mother: You sound ill. How are you feeling this morning?

Salwa: Not very well. I have a sore throat. And I've been coughing a lot.

Mother: Do you have a headache?

Salwa: Yes, and my head feels very hot. I think I have a fever.

Mother: You can't go to school today. You probably have flu. You'll have to stay in bed.

Dialogue 2

Jane: What happened to you?

Sally: I had an accident. I fell off my bicycle.

Jane: Did you break your ankle?

Sally: No. I only sprained it. It was bruised and swollen, but not broken.

Jane: How long do you have to keep the bandage on?

Sally: A few more days.

Dialogue 3

Khalid: Ouch!

Ibrahim: Are you all right?

Khalid: Well, my arm hurts.

Ibrahim: Maybe you broke it. Can you move it?

Khalid: Yes, I think so.

Ibrahim: What happened?

Khalid: I climbed that tree to get my kite, but a branch broke and I fell to the ground.

Ibrahim: Do you want me to help you get home?

Khalid: No thanks. I can manage.

Dialogue 4

John: Oh, you've got a bad sunburn!

Tim: Yes. I was playing volleyball on the beach with my friends yesterday and I didn't realize I was getting burned.

John: Does it hurt?

Tim: Yes, it hurts a lot. I couldn't sleep last night.

John: Didn't you use sun cream?

Tim: No, I forgot.

Unit 6 Lesson 4

Section 68

Listen to Abdulla talking to his doctor. Make notes about the advice the doctor gives him. Is it the same as yours?

Doctor: Good evening, Abdulla. What can I do for you?

Abdulla: I'm not sure, Doctor. It's just that I seem to be in trouble all the time – at home, at school, with my friends.

Doctor: Dear me! Why is that?

Abdulla: Well, I'm always tired.

Doctor: Have you been getting enough sleep?

Abdulla: Yes, I sleep for six or seven hours a night.

Doctor: You should try to get eight hours.

Abdulla: I can't. I have to get up early for school.

Doctor: Well, then you ought to go to bed earlier!

Abdulla: But I often have to stay up late doing homework.

Doctor: You shouldn't do your homework late at night. Most people can think better during the day. You could do your homework in the afternoon, or you could do more work at the weekend so you can sleep more on school days.

Abdulla: That's a good idea. But do you think I need to take vitamin pills?

Doctor: That depends on your diet. If you have a balanced diet, you shouldn't need pills. Do you know what I mean, Abdulla?

Abdulla: Yes, but I don't like vegetables, doctor, so I never eat them.

Doctor: Never! There must be something you like, Abdulla. Tomatoes, carrots, lettuce? You should try different vegetables until you find some you like. And try raw vegetables. You might like them better.

Abdulla: All right, doctor. I'll try.

Doctor: And fruit, of course. You should try to eat five things from the fruit and vegetable group every day.

Abdulla: Five pieces! That's a lot. But, OK. I'll try to do that.

Doctor: Now, what about exercise? Do you play any games, or do you sit at a computer a lot?

Abdulla: Well, I used to enjoy basketball and swimming, but I'm too tired these days.

Doctor: You're too young to be so tired, Abdulla. I'll do a blood test just to make sure there's nothing wrong, but I think it's your lifestyle. You need to get more sleep and more exercise. You can go for a walk in the park every day even if you don't feel like doing anything else. And you should start eating fruit and vegetables.

Abdulla: All right, doctor. I'll try.

Doctor: I hope you will. Come and see me again in two weeks' time. Now go to the nurse and get a blood test.

Section 69

A Listen again and mark the advice the doctor gives Abdulla true or false.

[Audio Section 69 is a repeat of Audio Section 68.]

Section 70

B Listen and repeat.

Boy 1: You should try to get eight hours sleep every night.

Boy 2: I can't. I have to get up early for school.

Boy 1: You ought to go to bed earlier.

Boy 2: I often have to stay up after midnight doing homework.

Boy 1: You could do your homework in the afternoon.

Boy 2: That's a good idea.

Boy 1: Do you think I should take vitamin pills?

Boy 2: That depends on your diet.

Boy 1: What do you think I should do?

Boy 2: You should change your lifestyle.

Unit 6 Lesson 5

Section 71

Listen to some people at the chemist's and answer these questions.

Conversation 1

Noura: Good morning.

Chemist: Good morning. How can I help you?

Noura: I want some cough syrup, please.

Chemist: Is it for you?

Noura: No. It's for my daughter. She's been coughing since she got home from school yesterday.

Chemist: How old is she?

Noura: Twelve.

Chemist: Here you are. She needs to take it three times a day.

Noura: Should she see a doctor?

Chemist: Only if the cough continues for more than three days.

Noura: Thank you.

Conversation 2

Chemist: Good morning.
Layla: Good morning. I have a sore throat. I'd like some throat lozenges.
Chemist: Uh, let's see. We have orange and lemon lozenges.
Layla: Oh. Do you have any cherry lozenges? I hate the other ones.
Chemist: I'm sorry, we're out of those. We'll have some this afternoon.
Layla: That's OK. I'll take the lemon ones.

Conversation 3

Chemist: Hello. How can I help you?
Sultan: I need some advice. I went to the beach this morning and I got a bad sunburn on my arms. It hurts a lot. What should I do?
Chemist: Oh, yes. You're very red. Well, first you should put some ice on it. It will feel better and it won't swell.
Sultan: OK. Should I put some after-sun cream on it?
Chemist: Yes, you should. And if it's very painful, you ought to take some aspirin. Have you got some at home?
Sultan: Yes, but I haven't got any after-sun cream.
Chemist: Here you are.
Sultan: Thank you.

Conversation 4

Chemist: Good morning. Oh dear, you've got a big bruise. What happened?
Adnan: I fell down the stairs and hit my head.
Chemist: How does your head feel now?
Adnan: My head feels all right, but my wrist hurts. I think I've sprained it.
Chemist: Can you move it?
Adnan: Yes, but I don't think it's broken. Have you got any bandages?
Chemist: Yes, of course. Here you are.

Conversation 5

Yassir: Good afternoon. I'd like some aspirin, please. I've got a bad headache.
Chemist: Yes, of course.
Yassir: And I'd like some cough syrup.
Chemist: Certainly, sir.
Yassir: And I need some throat lozenges too.
Chemist: Oh, now I remember you. Didn't you buy throat lozenges two days ago?
Yassir: Yes, I did. But my throat still hurts.
Chemist: How long have you been coughing?
Yassir: For about a week.
Chemist: Have you got a fever?
Yassir: I don't know. I haven't got a thermometer. But I feel a bit hot. And I'm very tired.
Chemist: Sir, you really ought to see a doctor.

Section 72

A Listen to the conversations again and answer the questions. Write short answers.

[Audio Section 72 is a repeat of Audio Section 71.]

Unit 6 Lesson 8

Section 73

B Listen to two girls talking about their summer holiday. Where is Farah going? Where is Asma going?

Farah: We've been reading about health and fitness in class. I think I should start to do more sport.

Asma: I should too. Do you think you'll do some sport during your holidays?

Farah: Oh, yes. We're going to go to the seaside this summer.

Asma: Will you go swimming?

Farah: Of course. And I might learn to sail.

Asma: Are you a good swimmer? It can be dangerous if you aren't.

Farah: Don't worry. I'm a good swimmer. And I'll wear a life-jacket.

Asma: What else will you do?

Farah: I may go scuba diving too. I love looking at all the gorgeous fish.

Asma: That sounds like fun. Have you done it before?

Farah: No, I've only tried snorkelling.

Asma: And will you do that too?

Farah: I might. What about you? Are you going to go hiking like last year?

Asma: I might. I'm not sure.

Farah: Why not?

Asma: I'm going on a summer programme in England and I may not have much free time.

Farah: Then you should get a bicycle. You can ride it to your classes.

Asma: That's a good idea. I might get one.

Farah: If we want to get fit, we have to do sport all year, not just in the holidays. Let's do some sport together after the holidays.

Asma: That's a great idea. Let's go running.

Farah: I don't like running very much.

Asma: What about playing tennis, then? We can play outdoors when the weather is nice, and indoors when it's not.

Farah: Yes, let's do that.

Section 74

C Listen again. Make notes about what the girls might do.

[Audio Section 74 is a repeat of Audio Section 73.]

Unit 7 Lesson 3

Section 75

A Listen to a weather forecast. Which country will have dangerous weather?

And now for our international weather forecast. Let's start with the Middle East. The weather will be typical for the season in Iraq and Saudi Arabia. In Iraq, the temperature will be 38 degrees, falling to 31 at night. In Saudi Arabia, there will be a high of 36 degrees and a low of 30. It will be sunny and clear in the entire area. If you live in Iraq, you may experience high winds on Wednesday, so watch out for sandstorms. In other parts of the region …

Now on to Africa. If you are in Egypt, you will be very hot on Wednesday. Temperatures might be as high as 40 degrees and the lowest temperature will be 30. The skies will be cloudy, but there is no chance of rain. Check with us again tomorrow for more information. Algeria will have partly cloudy skies and high humidity. Temperatures will be 28 during the day and 22 at night. In East Africa …

In the United Kingdom, most of the country will be pleasantly cool, with highs of 23 degrees and lows of 13 degrees. Skies will be cloudy. As you can see from my map, it's very stormy over the Atlantic. If this weather continues to move eastwards, western parts of England will have rain and high winds tomorrow evening. The rest of Europe …

Finally, there is a hurricane warning for the south east of the United States. As you know, September is the hurricane season because warm air over the ocean creates areas of very low pressure. If you live in the south east of the US, you may want to check the forecast again this afternoon. We will be giving you new information as soon as we know more …

Section 76

B *Listen again and complete the table.*

[Audio Section 76 is a repeat of Audio Section 75.]

Unit 7 Lesson 7

Section 77

Listen and check your answers.

My presentation is about satellites. Satellites are a part of our everyday lives, but many people don't know what they are or what they're for. So, first I'll tell you what a satellite is. Then I'll talk about what is in a satellite. Finally, I'll talk about some of the different things that satellites are used for. If you have any questions, you can ask them at the end of my presentation.

A satellite is something that revolves around a planet. That means that the moon is a satellite, but there are also thousands of man-made satellites in the sky. These satellites are launched into the sky by a rocket or the space shuttle. The path of a satellite around the Earth is called an orbit. The distance of the orbit from the Earth varies. Some satellites orbit the Earth from 480 km away. Others are really far – over 35,000 km away.

Right. Now let me tell you what is in a satellite. Satellites carry different equipment, depending on the job they have to do. Satellites that we use for telephone communication have radios that can receive and send conversations. Many satellites have cameras, so they can send pictures back to Earth. All satellites need a source of power. Most satellites have solar panels, which get energy from the sun. Take a look at this picture. The solar panels are the long parts that stick out of the body. The body of the

satellite can be made of many things, such as metal or fibreglass. It has to be light and strong.

Now I'll talk about what satellites are used for. You may know that they help us receive television programmes and give meteorologists information they use in weather forecasts. But do you know that satellites can take pictures from the sky that are used to make maps? Some pictures can help scientists see environmental problems more clearly, for example, the destruction of rainforests. Without satellites, cars couldn't have a global positioning system, or 'GPS'. GPS is even better than a map. A map shows you where you want to go, but GPS also shows you where you are.

Next time you watch your favourite TV programme, or plan to go for a picnic on a sunny day, remember, it may be thanks to a satellite! Now, do you have any questions?

Section 78

C Listen and repeat.

First I'll tell you what a satellite is.
Then I'll talk about what is in a satellite.
Finally, I'll talk about some of the things that satellites are used for.
Right. Now let me tell you what is in a satellite.
Now I'll talk about what satellites are used for.
Take a look at this picture.
Do you have any questions?

Section 79

E Listen and check.

1 Rubber trees grow in the rainforest, but cacti grow in the desert.
2 John wants to be a geologist, but Omar wants to be a meteorologist.
3 This machine can only print documents, but that machine can copy them too.
4 My camera weighs 300 grams, but my brother's camera weighs 500 grams.
5 A map shows you where you want to go, but GPS also shows you where you are.

Unit 7 Lesson 8

Section 80

A Listen and mark a slash in the sentences in the places where the speaker pauses to breathe.

Mercury is a rocky planet like the Earth. Mariner 10, a spacecraft, visited Mercury in 1974 and 1975. It took pictures of some parts of the planet. A new spacecraft was launched in 2004 and started orbiting Mercury in 2011. It takes pictures of the rest of the planet.

Section 81

B Now listen again and repeat.

[Audio Section 81 is a repeat of Audio Section 80, but with pauses after each sentence.]

Unit 8 Lesson 3

Section 82

A Listen to a conversation and note which jobs the speakers mention.

Mother: What are you reading?

Noura: It's a sort of test to help you learn about jobs you might like to do.

Mother: That's interesting, Noura. Have you seen one you like?

Noura: Yes, I'd like to be a marine biologist. I'd like a job where I can travel to different places and be outdoors.

Amani: I'm sure that's an interesting job, but I don't think you can make a lot of money if you're a marine biologist. You should be a pilot; they travel a lot.

Noura: Yes, but I like animals, Amani. And I love nature. I don't think I would like being a pilot.

Mother: Money isn't everything. It's important to do something that you really enjoy. You'll spend a lot of time at your job.

Amani: Well, I'd like to be a dentist.

Noura: I'd hate it. You have to work in the same place every day. It sounds really boring.

Amani: I think it's a good job because you can make people feel better. It's terrible to have a toothache. I'd like to be a doctor too. I want to help people.

Mother: What about this job, Amani – a forester?

Amani: I don't really know what they do.

Mother: Well, turn to page 147.

Amani: It says they study forests to find out how to protect them. That doesn't sound like much fun. They're probably alone a lot of the time.

Noura: I think it sounds interesting. Foresters probably work outdoors a lot. And they protect the environment. It's an important job.

Mother: You have to be good at science to do many of these jobs. If they interest you, you've got to work hard in school.

Noura: You're right, Mum.

Mother: Where are you going, Noura?

Noura: I'm going to revise for my science exam.

Section 83

B Listen again and match the speakers and the sentences. Write the numbers.

[Audio Section 83 is a repeat of Audio Section 82.]

Unit 8 Lesson 5

Section 84

Listen to two conversations and answer the questions.

Conversation 1

Yousif: Hi, Rashid, how are you? I didn't see you at the match last week.

Rashid: I was studying for my Physics exam.

Yousif: When was it?

Rashid: Yesterday. I think I did really well.
Yousif: Great. And what are you doing today? Would you like to go to the beach?
Rashid: I'm afraid I can't. I have to go to the dentist this afternoon.
Yousif: How about tomorrow? I'll pick you up if you want.
Rashid: Thanks, that'd be nice.
Yousif: I'll pick you up tomorrow morning then.
Rashid: Great!

Conversation 2

Kamal: Hello. Kamal here.
Yousif: Hi, Kamal. Listen. I'm going to the beach with Rashid tomorrow. Would you like to come?
Kamal: I'm afraid I can't. I'll be visiting my grandparents all day. Let's go today.
Yousif: I asked Rashid if he could go today, but he said he couldn't. He told me he had to go to the dentist.
Kamal: Oh, right. Well, do you want to go to the cinema tonight?
Yousif: I'd love to. What do you want to see?
Kamal: There's a comedy showing at 6.00. My brother saw it and said it was incredibly funny.
Yousif: That sounds great.
Kamal: OK. Shall I pick you up?
Yousif: No, thanks. I'm not sure I'll be home. I might go to the library first.
Kamal: All right. I'll see you outside the cinema.
Yousif: Fine. Bye.

Section 85

A Listen to the conversations again and answer the questions.

[Audio Section 85 is a repeat of Audio Section 84.]

Unit 8 Lesson 6

Section 86

A Listen to an astronaut describing some of the problems of being in space. Tick the two main points in the talk.

Astronaut: Did you know that simple things like getting dressec and washed are difficult in space?

Inside the International Space Station, astronauts can wear the same clothes as they wear on Earth. But they need special clothes when they go outside into space. They have to wear spacesuits which have all the equipment that will keep them safe and allow them to do their job.

Because the temperature can be very hot or very cold, the suit has to keep the astronaut at a comfortable temperature. So, it has a temperature control. Another very impotant function of the spacesuit is to carry the oxygen the astronauts need because, of course, astronauts can't breathe in space. Each spacesuit also

has a headphone and a microphone so that the astronauts can talk to each other. There is also a water bag in case the astronaut gets thirsty. With all of this equipment, getting dressed in a spacesuit is not easy.

Washing is complicated too. In an environment without gravity, water doesn't run downwards as it does in a shower on Earth. Astronauts have to use a wet sponge to wash themselves. They can wash their hair, but they use a special shampoo that doesn't have to be washed out. They can brush their teeth, but they have to clean the toothpaste off with a towel. Astronauts have to be careful not to let hair or other small objects fly around the space station. These objects could fly into their eyes or damage important equipment.

Section 87

B Listen again and complete these details.

[Audio Section 87 is a repeat of Audio Section 86.]

Wordlist

Vocabulary items marked with an asterisk (*) are non-testable

Put each word in a sentence of your own, to help you remember it.

a little later 2.9

abacus* 2.6

abroad 1.2

absolutely 5.2

access 7.9

actor 2.7

addition 6.9

aerospace engineer* 7.1

after-sun cream 6.5

amazing 5.4

ancient 3.9

Anglo-Saxon* 1.9

announce 5.9

announcement 5.9

antonym 4.1

archaeologist 3.1

around the corner (from) 3.8

arrange 5.5

artificial 7.5

as a result 5.10

aspirin 6.5

athlete 2.7

audience* 5.2

avoid 6.6

baby-sit 5.9

balanced diet 6.4

bald 5.1

bandage 6.3

barber* 5.6

beak 7.9

become involved* 6.9

belly* 7.9

bilingual dictionary 1.1

Biology 2.1

birth 5.9

boa constrictor* 2.9

bone 6.1

border 1.10

borrow 1.7

bracelet 5.10

brain 6.2

bride 5.6

bright 5.1

buffet car 3.3

burglar* 2.8

burglary* 2.8

by post 2.7

calcium 6.1

calculator 2.6

calorie 6.1

cappuccino* 3.9

careless 6.6

case 6.7

ceramics 5.10

ceremony 5.6

chalk* 2.6

chemical* (*n*) 6.1

Chemistry 2.1

child labour 2.3

click 1.7

cocoa* 7.4

columns 3.1

comedy* 5.2

communicate 1.2

complex 7.5

concert 5.7

confusing* 1.3

contract* (*v*) 7.2

co-pilot* 4.2

coral 7.9

cough (*v*, *n*) 6.5

cough syrup 6.5

countdown* 6.9

craftsmen* 5.8

create 7.2

crew* 3.3

crowded 3.9

cure 6.2

dairy 6.1

damage (*n*, *v*) 7.2

dark-complexioned 5.1

decrease 7.2

degree (academic ~) 1.2

dehydrated* 6.6

derrick* 7.5

desire 1.9

destroy 7.4

dialect 1.9

diet 6.1

digest* 2.9

digital camera 5.1

diploma* 2.R

disappointed* 7.6

disease 7.1

DOB (= date of birth) 1.6

documentary* 5.2

dome 7.4

dome* 3.9

donate* 2.4

donation* 2.4

dormitory* 2.2

dormitory* 1.4

double room 3.5

drill (*v*) 7.5

drilling 7.5

dune 3.1

earlier 2.9

earn (*v*) 2.5

eastwards 7.3

elbow pads 6.6

emergency 2.3

endangered 7.9

enemy 7.9

energy value 6.1

engine* 3.3

enough 6.1

entire 7.3

environment 7.4

equator 7.2

equipment 6.6

equipment 7.7

examine 7.9

exchange programme 1.1

exhausted 6.4

exhausting 5.3

exist* 2.6

existing* 6.9

expand* 7.2

experience (*v*) 7.3

expert* 1.2

explode 3.1

extremely 5.2

fabric 5.6

facilities* 2.2

fall (*v*) 1.2

family business 5.8

fantastic 5.4

fascinating 5.2

fever 6.3

fibreglass* 7.7

fill out 1.7

film set* 2.8

film star* 2.8

find out 1.4

five minutes away 3.8

five-hour journey 3.3

flood* 2.3

florist 5.5

flu 6.3

foolish 5.1

for ages
(= for a long time) 5.7

forename 1.6

forester* 7.1

forgetful 5.1

fountain 3.9

freedom 1.9

fuel 7.6

Gaelic* 5.7

gallery 5.10

gap year* 4.1

gate (at an airport) 3.3

generate 7.2

generation 5.8

gentle 3.4

Geography 2.1

geologist 7.1

give a presentation 2.1

global 7.2

go down 1.2

go up 1.2

gorgeous 5.4

government 2.3

graph 1.2

greenhouse 7.4

groom 5.6

guest 3.7

guidebook 3.2

gunpowder* 3.1

gush* 7.5

gymnasium* 2.2

hand luggage 3.3

headache 6.3

health care 2.3

heart disease 6.7

helmet 3.4

henna 5.6

high season 3.5

Hindi* 1.10

History 2.1

humidity 7.3

hurricane 7.2

hurt 6.3

icon 1.7

illegal 7.9

image* 7.5

impatient 6.6

improve 1.3

improve 6.7

incredibly 5.2

index card 1.1

inform 7.9

injure 6.6

injury 6.6

interpreter 1.1

invade 1.9

invitation 5.5

itinerary 3.6

just before 2.9

just past 3.8

knee pads 6.6

laboratory* 7.1

launch 7.7

law 3.9

lay eggs 7.9

layer 7.5

leaflet 1.3

learning diary 1.1

liberty 1.9

linguist* 1.2

liquid 7.5

lively 5.1

look up 1.1

luggage 3.7

magnificent 3.9

marathon 6.7

marble* 3.9

marine biologist 7.1

mascot* 6.9

meteorologist 7.1

mission* 2.7

mixture 1.9

moisture 7.4

monitor 1.7

monument 3.9

mother-in-law 5.6

mud 7.5

museum guide 5.10

muscle 6.1

musician 2.7

mystery* 5.2

natural disaster 2.3

near 3.8

Normans* 1.9

nursery* 2.2

nutrition* 2.3

nutritionist* 6.1

observe 5.2

obtain 7.9

official* *(adj)* 1.9

once 5.10

one-hour stopover 3.3

orbit 7.7

order *(v)* 5.5

organization* 2.4

organizer* 6.9

origin* 1.10

overweight 5.1

oxygen* 7.1

painful 6.6

participate 6.9

passenger 3.3

passport 2.8

password 1.7

pat* 2.9

pattern 5.10

patient (*adj*) 5.3

pharaoh* 3.1

Physics 2.1

pillow 3.7

pills 6.4

pipe 5.8

pipeline 7.5

plaster 6.5

platform 3.3

pliers* 5.8

population 1.10

pollute 7.1

porter 3.7

post (*v*) 2.7

post code 1.6

predict 7.1

prepare 6.9

presentation 7.7

pressure 7.2

principal* 2.9

print 5.5

printer 5.5

private* (school) 2.2

procedure* 6.6

protect 6.7

protein 6.1

put on 1.7

quad biking 3.4

radar map 7.1

raft 3.4

rare 5.2

rate 3.5

raw* 6.4

realize* 2.7

receipt 3.6

recently 6.4

receptionist 3.7

recommend* 1.12

record (*n*) 6.7

rehearse 2.7

relative (*n*) 5.6

reliable 5.1

remains* (*n. pl*) 7.5

rent (*v*) 3.4

report* (school ~) 2.R

represent* 6.9

reservation 3.7

return ticket 3.3

review 5.2

revolve* 7.7

rickshaw* 2.6

rise (*v*) 1.2

rocket 7.7

safety 6.6

safety gear* 3.4

sailor 7.2

sample 7.1

sandstorm 7.2

satellite technology* 7.1

self-access centre 1.1

sensible 5.1

serious 7.4

siblings 5.8

single room 3.5

sink* (*v*) 7.2

skills 5.8

skim (~ read) 1.3

slate* 2.6

sleeplessness 6.2

slim 5.1

slope 3.4

smart 5.1

snore* 2.8

snowboarding 3.4

software 1.7

solar panel 7.7

sore (throat) 6.3

sound* (*v*) 6.3

space shuttle 7.7

spectacular 3.4

spectator 6.9

sponge 7.9

sprain 6.3

statue 6.9

steep 3.4

steps 3.9

Stonehenge 3.1

stormy 7.3

stretch* 6.6

subtropics* 7.2

sunburn 6.3

surname 1.6

sword 5.6

syllable 1.8

symbolize* 5.6

synonym 1.9

take an exam 2.1

tap (*v*)* 2.9

taste (*v*) 6.1

temperate 7.4

temple* 3.9

terraces* 3.9

terrible 5.4

test tube 7.1

text (*v*)* 4.3

that depends on 6.4

the Alps* 3.4

the Great Pyramid 3.1

the Parthenon 3.1

thread 5.10

thrilled 5.4

throat 6.3

throat lozenges 6.5

tile 5.10

torch relay* 6.9

tour operator* 3.4

tourist 3.1

trade (*v*) 7.2

train (*v*) 2.7

trend 6.7

triangular* 3.9

triathlon 6.9

tropical 7.4

twin 5.1

two-bag limit 3.3

typical 7.3

Urdu* 1.10

vase 5.8

vending machines* 1.7

Viking* 1.9

vitamin 6.1

warm up* 6.6

wavy* 5.1

wedding 5.6

while 5.11

whip* 5.6

whitewater rafting 3.4

wide variety 6.9

wilderness* 1.10

wing* 3.3

witness* 2.8

workshop 5.8

write a report 2.1

yell* 2.9

yoghurt 6.1

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